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ABSTRACT

Descriptions are given of activities teachers have used successfully in individualizing instruction in the following curriculum areas: (1) art; (2) business; (3) career education; (4) environmental education; (5) foreign language; (6) health; (7) language arts; (8) library; (9) mathematics; (10) music; (11) personal finance; (12) physical education; (13) psychology; (14) science; (15) social studies; and (16) miscellaneous. Each description includes an overview of the activity, the grade level for which it is appropriate, prerequisites for the teacher and student, setting, materials, and procedures. Suggestions are made for evaluating the success of the activity. (JD)

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ED235129

SOUTHERN OREGON

RESEARCH AND DEVELOPMENT COMMITTEE

presents:

LEARNING ACTIVITIES FOR INDIVIDUALIZING INSTRUCTION

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edited by

SORD

September 1983

JACKSON EDUCATION
SERVICE DISTRICT
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SP023 031

FOREWORD

During the 1979-1980 school year SORD started something new: a year-long series of seminars for educators in Jackson and Josephine Counties.

The seminars, based on the subject of Individualizing Instruction, attracted 78 teachers, most of them taking the class for credit.

Assignments for the course included submitting descriptions of activities the teachers had used successfully in individualizing their own instruction. This collection is the teachers' response to that assignment; their work is too good to keep hidden away, so it's being sent to you to share with your staff. Please feel free to copy any of the activities that fit your school situation.

This learning activities notebook is available because of the many hours Patty Clark and Jeanette Corkery, ESD, devoted to editing, typing, and illustrating.

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Title of Project: Making a Cat Mask

Grade(s): Kindergarten Curriculum Area: Art

Duration of Activity/Project: 2 sessions

OVERVIEW: Students will make a cat mask for Halloween. The process will improve their hand-eye coordination with the painting and cutting involved in the project. They will also learn parts of a cat's head and how to use tempera paint.

TEACHER PREREQUISITES: Teacher must have knowledge and use of tempera.

STUDENT PREREQUISITES: Students must be able to cut, paint and follow directions.

SETTING: Classroom, areas for individual work and an area for group work.

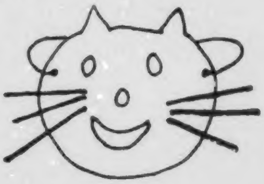
MATERIALS: White paper plates, pipe cleaners, white paper with ears and whiskers marked on it, black tempera paint, paint brush, water and container, scissors, pencil, hole punch, paste and newspapers.

PROCEDURES:

A. Getting Ready:	Hold up prepared mask and ask students who would like to make the mask for Halloween. Give directions.
B. Involvement in Activity:	Students have fun seeing their plate become a mask and moving from one learning activity to the next. They appreciate words of encouragement.
C. Follow-up Activity:	Pantomimes using the mask; stories written about a cat, by the kids, and represented by the mask; further drawing by use of tempera.

EVALUATION PROCESS: Cat mask will be completed. Children will be able to wear mask.

Submitted by: Delores Shearer - Richardson Elementary



Title of Project: Drawing a Rabbit

Grade(s): Kindergarten Curriculum Area: Art

Duration of Activity/Project: 1 Art Project

OVERVIEW: Students will learn some basic information about rabbits. They will increase in their ability to draw freely and creatively. Some children do not know a rabbit when they see one and don't have any basic information about them. As a result of this project, students will know these basic facts about rabbits: eating habits, behavior characteristics, types, colors, homes. Students will be able to recognize a rabbit and draw a rabbit.

TEACHER PREREQUISITES: Teacher must know information for overview of basic facts. Teacher must be able to show students how to hold a pencil. It would be most helpful for the teacher to obtain a live rabbit.

STUDENT PREREQUISITES: Students must be able to color, draw and follow directions

SETTING: Classroom--rabbit in cage on newspapers prior to drawing (children in circle around newspaper).

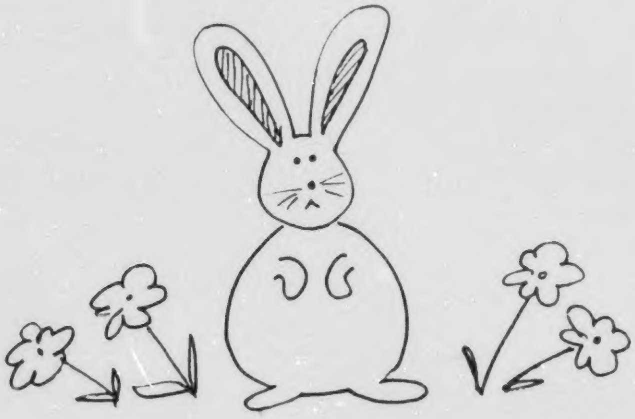
MATERIALS: Large white paper, pencil, crayons, rabbit, food, water, salt lick, cage, newspapers, rag to hold rabbit.

PROCEDURES:

A. Getting Ready:	Show rabbit and ask students what they know about rabbits -- follow with lengthy discussion.
B. Involvement in Activity:	Students will be able to ask questions, provide information, handle and watch the rabbit. Teacher should provide praise while drawing, and allow question-asking while drawing.
C. Follow-up Activity:	Students can write a brief story about a rabbit.

EVALUATION PROCESS: All children will draw a rabbit.

Submitted by: Delores Shearer - Richardson Elementary



Title of Project: Papier-Mache Masks
Grade(s): First Curriculum Area: Art
Duration of Activity/Project: Two to three weeks

OVERVIEW: Students will construct papier mache masks as an art project prior to Halloween. This will give them experience with papier mache technique to be used in a later art project. The masks should be of the students' own creation to give them experience in design.

TEACHER PREREQUISITES: The teacher should learn correct proportions for mixing the necessary wallpaper paste and correct technique for applying paper strips.

STUDENT PREREQUISITES: Students should thoroughly understand rules about containing the papier mache in the designated area, and personal clean-up after each use.

SETTING: Acitivity takes place at a specified table in the classroom that is set apart from the students' desks. Surrounding floor area should be covered with newspapers.

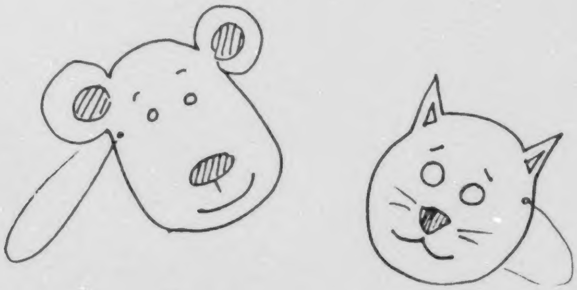
MATERIALS: Large balloon for each student, newspapers to be torn into strips, large box to hold torn strips, wallpaper paste, large plastic bowls or metal pans for mixing paste. A filmstrip on papier mache or paper construction masks can be shown.

PROCEDURES:

A. Getting Ready:	Show filmstrip or art film on papier mache to students. Discuss what will be constructed (masks) and the rules for use of papier mache, including cleaning up. The teacher will demonstrate technique of placing paper strips on inflated balloon to start face shape, emphasizing drying time needed between layers.
B. Involvement in Activity:	Students will tear newspapers into strips and place in large box near work table. The teacher will mix wallpaper paste for each day's use. Two students will be working at the table at a time. After each student has completed the basic oval shape of the mask, new features can be added day by day to represent people, animals, or monsters. After the masks have completely dried, the students will paint them with tempra, and the teacher can spray them with a non-toxic clear acrylic spray paint to preserve the color.
C. Follow-up Activity:	The use of masks in other cultures both past and present can be discussed. Cynthia Charat, an instructor at Rogue Community College, might be willing to show her wood mask collection.

EVALUATION PROCESS: Completed masks will determine the success of the project. Student enthusiasm would be the only other means of knowing if students have benefited.

Submitted by: Carolyn Reinhart - Madrona Elementary



Title of Project: Still Life With Various Media
Grade(s): Fourth Curriculum Area: Art
Duration of Activity/Project: 3 or 4 art sessions

OVERVIEW: The children will draw an individual piece of fruit. Then they will express the line, shape, color, and texture of the fruit using various media. When finished, they will construct a portfolio of their drawings.

TEACHER PREREQUISITES: The teacher must be able to discuss line, shape, color, texture, and ways to view a still life.

STUDENT PREREQUISITES: None

SETTING: Classroom with children centered around six to eight "display" areas for fruit

MATERIALS: First lesson - fresh fruit (whole and cut in half in two different ways), pencil, paper

Second and subsequent lessons - foil, cord, felt tips - for foil relief
paper, popcorn, straws - cut and use for collage
fabric - cut and paint on (excellent for texture)
tissue paper, clorox, q-tips - draw on tissue with clorox
watercolor, brushes
crayons, paint - crayons resist or etching
starch, tempera paint, butcher paper - fingerpaint

PROCEDURES:

A. Getting Ready: You can use artists' prints to explain still life. Then let children feel the fresh fruit, slice it, and discuss the line, shape, color and texture.

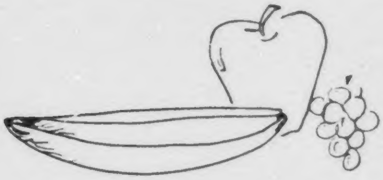
B. Involvement in Activity: First lesson - The children should choose one fruit and make at least three drawings of the fruit. One drawing should be of the whole fruit and the other two drawings should be of different views or the inside of the fruit.

Second and Subsequent lessons - using drawings from the first lesson the children depict their fruit choosing from the media provided. Each child should "draw" their fruit using four or more media and then make a portfolio.

C. Follow-Up Activity: The children will use one or more media to show line, shape, texture, or moods in another subject matter.

EVALUATION PROCESS: This would be a teacher-child verbal evaluation.

Submitted by: Betty Barss - Griffin Creek Elementary



Title of Project: 3-D Mondrian Design/Art

Grade(s): 4th or up Curriculum Area: Art

Duration of Activity/Project: An hour to hour and a half should be allowed for a fruitful completion of this project.

OVERVIEW: In this project the student will develop a design on paper by dividing the space with any number of straight lines. These lines may run in any direction but must be straight. This broken-space design will then be copied onto a smaller card of the same scale and shape as the initial sheet. Using only three colors, both copies, small and large, will be colored. However, the total design may not be colored. Blank sections of white must be left. Any number of blanks may be specified.

TEACHER PREREQUISITES: Anyone instructing this project should do the design to completion, as it will make instructions easier to give and problems simpler to solve.

STUDENT PREREQUISITES: Students should have a knowledge of what colors work well together, know how to use a pencil and ruler to successfully draw a straight line, and understand exactly what the idea--3 dimensional art--really means.

SETTING: Any classroom where suitable lighting and seating is available will work well. Having easy and ready access to a bulletin board is also desirable.

MATERIALS: White construction paper--9" x 12" each. White index cards--4" x 6" each. Rulers, pencils, crayons, markers or paint and paint brushes, black markers for outlining, 4 straight pins per project and scratch paper.

PROCEDURES:

A. Getting Ready: The student will develop a design on scratch paper which places straight lines in such a way as to create various size spaces.

B. Involvement in Activity: This design will then be transferred, as accurately as possible, to the 4" x 6" cards. Now again, the design will be transferred to the 9" x 12" paper. The student now has two scale drawings. After the two designs are copied in pencil, they should be outlined in black. The student now chooses three colors with which to color some, but not all, of the spaces. Several of the spaces in the design should be left blank or white. Both the smaller and larger copies should be colored exactly the same way. However, the smaller copy will be suspended at the height of the four straight pins, over the larger copy. This will achieve the 3-D effect desired.

C. Follow-up Activity: This project can be followed up by other art projects, geometry lessons, even drawing with words. Displaying the designs in their 3-D mode is really the crowning glory of the project. The children will often stand back and for the first time see some relationship of the spaces or colors that they had not noticed while working closely with the details.

EVALUATION PROCESS: This art project is really quite self-motivating even for the slower, less interested individual. Each design wll come out differently, and thus there is no "failure" comparison. The project requires following directions, space-relation skills, small motor and tool handling, and a generous amount of individual imagination. The name Mondrian Art comes from the artist of the same name whose works are planned around this idea of breaking up space with line. The children enjoy knowing about the artist as well as using the proper name for their project.

NOTE: This idea is initially borrowed from Jan Kuhnert of the Josephine Co. School District. I have added the extra 4" x 6" card copy and straight-pin display technique to gain what I felt could be a good 3-D feeling.

Submitted by: James H. Stewart - Briscoe Elementary School

Title of Project: Finding the Right Color

Grade(s): 4th - 12th Curriculum Area: Art/Language Arts

Duration of Activity/Project: Part 1: One class period, approximately 45 minutes if students are free to move independently outside the classroom; overnight assignment, if not.

Part 2: One class period for writing, one class period for revising and writing final draft. Part of class period for evaluating.

OVERVIEW: This activity will develop students' ability to observe color in its various aspects: tone, shade and intensity. It will also help to develop students' writing skills.

TEACHER PREREQUISITES: The teacher will need to select a paint chip and work through the assignment to become familiar with both the procedure and problems that might arise.

STUDENT PREREQUISITES: Students will need to be able to work independently to fulfill part of the assignment. They will need to be able to write several paragraphs describing their findings.

SETTING: Anywhere within the school, home, community that students are free to search.

MATERIALS: A group of paint chips having a wide range of colors (may be obtained free from a local paint store); color chart showing differences in tone, shade, and intensity; paper, pen and pencil; transparent tape.

PROCEDURES:

A. Getting Ready: The teacher will cover a desk top with a variety of paint chips and ask students to select a paint chip that appeals to them. The teacher will then discuss differences in color tone, shade, and intensity using a large color chart as a visual aid. Students should be given a few minutes to hold their color chips against the chart to find a matching color.

B. Involvement in Activity:

1.) The teacher gives the assignment: "Take your paint chip and search anywhere and everywhere to find an object small enough to carry that matches your chip. Bring the object to class. If the object is small and can be taped to a piece of paper, do so. Take very careful notes about the object, using all of the senses possible to discover its uniqueness. Include in your notes details about the environment where you found the object. Tape your paint chip to the top of your paper. Below it, write a full, detailed paragraph about how you discovered the object together with a description of the object."

2.) Students should revise first drafts in editing groups.

3.) Students should write second draft, then work with a proofreading partner before writing final draft.

4.) Each student turns in final paper that will have the paint chip and (possibly) the object taped to the top of the paper. Students post final papers on bulletin board.

EVALUATION PROCESS: Class will gather around bulletin board so each student can read aloud about the object matching his/her paint chip. The teacher will be able to assess students' power of color observation by seeing how close the object matches the paint chip.

Submitted by: Patricia Wixon, Oregon Writing Project - Central Point

Title of Project: Portraits Of Trees: A Study Of Character In Shape And Texture

Grade(s): 9 - 12 Curriculum Area: Art

Duration of Activity/Project: Three or four days from introduction to completion

OVERVIEW: Students will go outside, either as a class, or as individuals, to do on-location sketches of trees. The desired results are: (1) the students will produce individualized drawings of trees (2) the drawings will express the students' consciousness of "character" in shapes and textures, and (3) students will become more aware of the literary content of art. They will be able to "read" what they see.

TEACHER PREREQUISITES: The teacher needs to have specific objectives and organized lesson plans.

STUDENT PREREQUISITES: Students should have some experience drawing; they might benefit from having had experience with contour and gesture drawing. They should also have some practice with shading to show volume and light.

SETTING: The introductory part of this activity will take place in the classroom. The drawing activity will be done outside where students can be close enough to an individual tree to see it in great detail (15-40 feet away). This activity is best planned for spring or fall when the weather is suitable.

MATERIALS: Simple materials are all that is needed: some kind of drawing board (or rigid surface to place on laps), drawing paper and pencils, or other drawing medium (conte crayon, charcoal, ink and brush, and water--watercolor might be used instead of pencil).

PROCEDURES:

A. Getting Ready:	Students are asked to list 10 character traits they admire. They are asked to visualize the abstractions they have listed (for instance, to imagine what "wisdom" looks like). Discussion and exchange of ideas could follow or the teacher can proceed with the assignment. Students are directed to go outside, find a tree which has the kind of character they admire, and produce a large finished sketch of that tree portraying its character or personality. Or they might be asked to select and draw from the trees they see, one which suggests the way they may grow in character.
B. Involvement in Activity:	Students will probably take two days outside to do the on-location sketching. They should be encouraged to describe (in their sketch) the branching pattern, the bark texture, the leafing patterns, and the shape of the tree. After the on-location sketching (where vital information has been recorded), students may work inside the classroom, finishing up their drawing.
C. Follow-Up Activity:	1. Students could be shown prints of paintings and drawings where trees are prominent (i.e. "Winter Scene" by Jan Breughel) and encouraged to discuss the character of the trees and how they contribute to the mood of the paintings. 2. Students could title their drawings and write a paragraph describing the character of the tree they chose to draw. 3. Students could draw a stylized tree illuminating a calligraphy project--they could letter some lines of prose or poetry about trees.

EVALUATION PROCESS: Critiquing the drawings will provide the teacher with a means of judging the value of the activity. Critiquing can be a class project--students contributing to the discussion with how shape and texture suggest the "character" of the trees.

Submitted by: Carolyn Williams - North Middle School

Title of Project: Flowchart for Teaching Painting

Grade(s): 10-12th Curriculum Area: Art

Duration of Activity/Project: Three days or more of in-class time

OVERVIEW: Students will be given a flowchart (see below) to follow with specific questions to answer and procedures to follow. At the completion of each section, and if they can satisfactorily answer the questions at the end of that section, they can go on to the next section, until they have independently completed the project, and learned the concepts.

TEACHER PREREQUISITES: The teacher must have prepared a flowchart which guides the students to self evaluation and which covers the topics the teacher feels are important to each student and the subject matter being taught.

STUDENT PREREQUISITES: This depends on the individual teacher requirements.

SETTING: Art classroom

MATERIALS: The teacher will need to have prepared duplicated copies of the flowchart for the students involved. It could be in the form of a mimeographed booklet, or a large wall chart. I'm inclined to favor the latter. Other than the flowchart and the materials it requires the students to use, such as reference books or texts, nothing special is needed.

PROCEDURES:

A. Getting Ready:	The teacher introduces the flowchart and secures student cooperation to such an independent approach to painting or drawing, by emphasizing the value of independence to an artist.
B. Involvement in Activity:	Students are given the requirements for the project, and the flowchart. They are instructed to work at their own speed, completing each item in the order in which they are listed on the flowchart.
C. Follow-Up Activity:	Students might be asked to help redesign the flowchart or to design a flowchart for some other project in art. For example, if they have just completed a watercolor painting by following a flowchart, they might design a flowchart for guiding a student to produce a pastel painting. Students might use the flowchart as a guide in critiquing the work of another artist.

EVALUATION PROCESS: An assessment of the value of the flowchart concept might be obtained by giving the students an objective test on the material they should have become familiar with by using the flowchart.

Submitted by: Carolyn Williams - North Middle School

SEE NEXT PAGE FOR FLOWCHART and EVALUATION FORM

Flowchart for Teaching Painting (cont.)
Carolyn Williams

SECTION I - PREPARATION

__A. Read booklet on weaving

__B. Answer the following questions:

1. What can be used as a loom?

2. List 7 common materials that can be used in weavings

3. List 3 ways to create variety in a weaving

4. List 2 uses for weavings

__C. Go on to Section II - PROCESS

You must complete all the items in this section before you can begin weaving.

SECTION II - PROCESS

__A. Select a loom
__B. Select yarn for warp
__C. Warp your loom. If you do not know how, go back to I (A) and reread
__D. Bring to school an assortment of materials and fibers to use
__E. To see how weavings will be graded, read SECTION III - Evaluation, Step A.
__F. For ideas, read articles on weaving in file.
__G. Weave
__H. When finished, tie off to prevent raveling. If you do not know how, reread last section in booklet.
__I. Select a dowel or driftwood to hang weaving from
__J. Go on to Section III - Evaluation

Section III - EVALUATION

__A. Read the following:

1. 15 points of your grade will be based on the size of your weaving
2. 15 points will be based on your choosing a theme and following through with it in your selection of materials, colors, and weaving techniques.
3. 15 points will be based on variety of materials used.
4. 15 points will be based on variety of weaves used.

__B. Fill out evaluation sheet

C. Turn in evaluation sheet and hang weaving in display area

D. Congratulations! You've finished!

Evaluation Sheet - Weaving

Name

Size : check one

☐ Large
☐ Average
☐ Small

Materials: List each used

______ ______ ______
______ ______ ______
______ ______ ______

Weaves : Check each used in hanging

☐ Basket
☐ Lino or lace weave
☐ rya or knotting
☐ wrapping
☐ twist
☐ Others (list):

Theme : Explain how materials, colors and weaving techniques all relate to the theme:

Title of Project: Teaching Graphic Composition Through Photo Essays

Grade(s): Senior High School Curriculum Area: Art

Duration of Activity/Project: Two to four weeks.

OVERVIEW: To underscore the value of composition in photography, students are asked to submit a photo essay. Essays run six to twelve pictures and must present a single theme. (An alternative assignment for students without camera handling skills is to collect examples from newspapers or magazines.)

In addition, written or oral critiques must accompany each essay to justify the effect of each picture. Justifications are based upon accepted "rules" or upon intuition. Essays and critiques are then discussed with the class.

TEACHER PREREQUISITES: Basic knowledge of photography including camera and darkroom technique and the ability to differentiate between snapshots and photographs.

STUDENT PREREQUISITES: Basic camera handling ability and familiarity with principles of composition.

SETTING: Student's choice.

MATERIALS: Cameras, film, darkroom, mounting materials, and writing or taping equipment.

PROCEDURES:

A. Getting Ready: Besides hints and foreshadowings early in the course, samples of good and bad student essays (without being labeled as such) are displayed. Since students are quick to pass judgement on another's work, theoretically they feel superior to the poor examples and stimulated by the better examples.

B. Involvement in Activity: Time tables are established for completion of shooting sessions, developing of film, printing and mounting pictures, and finalizing critiques.

C. Follow-up Activity: Exhibition is the logical reward for artistic acumen. Entering regional contests or displaying essays in school or community showcases also provides encouragement.

EVALUATION PROCESS: Students will have benefited from this activity if they have correctly applied even a few of the principles of composition. Originally, the project was designed to promote thinking and planning through the camera. Thus, even students who can only explain how a poor photograph could be improved have already expanded their aesthetic capacities.

Submitted by: Chris Tarrant - Eagle Point High School

Title of Project: Typing Games for Fun and Practice

Grade(s): Primary to high school Curriculum Area: Business

Duration of Activity/Project: This activity can be used for part, or up to a full period. The exercise is used primarily as a "filler" when a student finishes ahead of schedule and is looking for extra work, or during a shortened week when there isn't enough time to complete a regular unit.

OVERVIEW: The purpose of these games is to get students to think while typing. In a real work situation, students must think and operate the typewriter at the same time. The more efficient students can become at this task, the more time they will save.

TEACHER PREREQUISITES: The teacher should have a background in typing and be familiar with the scoring procedure of the various games. The teacher must be careful not to reinforce bad typing habits such as key watching or copy watching.

STUDENT PREREQUISITES: Students must know the objective of the game: to think quickly, type rapidly, and be very accurate. Students must know the typewriter keyboard by touch and be familiar with the basic rules of typewriting.

SETTING: The best results are achieved through competition. If possible the entire class should be involved.

MATERIALS: Each student must have a typewriter in good workable condition, with plenty of paper. The teacher needs a stop-watch or timer of some kind. The games are always more stimulating on electric machines. Any kind of typing paper would suffice. Do not allow erasing.

PROCEDURES:

A. Getting Ready:	Pass out the game sheets. Read the game sheet instructions and describe how the game is organized. Prepare the machines.
B. Involvement in Activity:	Give the start and stop signals, proofread, and record the results. Each additional part of the game becomes more difficult to get a perfect score on. Continue the game for a predetermined amount of time.
C. Follow-Up Activity:	Each game could be added to or reduced depending on the available time.

EVALUATION PROCESS: The results are readily apparent by quickly scanning the score that each student made. If the student was able to maintain, or improve his score during the game, then the exercise has had some value for them.

Submitted by: Fred Lucas - Medford Senior High

Scoring sheet

EVENT	POINTS
Mile Run	______
Pole Vault	______
Hop-Step-Jump	______
High Jump	______
100-Yard Dash	______
120-Yard Dash	______
Discus Throw	______
Decathlon	______
Broad Jump	______
Mile Relay	______
TOTAL	______

CONTINUED NEXT PAGE

EVENT NO. 1--MILE RUN (One Minute and 15 Seconds) (1 error)

John Landy, Roger Bannister, and Wes Santee are three^{1} very fine distance runners. Landy, the school^{2} teacher from Melbourne, holds the record for the mile^{3} run. He has run the mile six times in less^{4} than four minutes. Bannister was the first person^{5} to ever break the four minute barrier while Santee^{6} of the United States has been the best miler ^{7}from this country. In 1955 Tabori, Chataway, and Hewson^{8} all broke four minutes in one race. In the future^{9}, keep your eye on Australia's Jim Bailey.^{10}

EVENT NO. 2--POLE VAULT (25 seconds) (0 errors)

C. A. Warmerdam was the first vaulter to^{2} clear fifteen feet. 3
Warmerdam's 4
total of 43 5
vaults over 6
the 15' bar 7
will remain 8
a challenge 9
to all men. 10

EVENT NO. 3--HOP-STEP-JUMP (20 seconds)
Leave 15 spaces between columns 1 and 2 and 30 spaces between columns 2 and 3.

Hop	Step	Jump	2
You	Must	Work	4
Try	Your	Best	6
One	More	Time	8
Win	With	Ease	10

EVENT NO. 4--HIGH JUMP (One Minute) (1 error)

ERNIE SHELTON, WALTER DAVIS, and^{1} LESTER STEERS have been great high^{2} jumpers. GEORGE HORINE of STANFORD^{3} UNIVERSITY was the first to^{4} set a new world's record with the^{5} Western Roll. CHARLES C. DUMAS^{6} of CENTENNIAL HIGH SCHOOL and ^{7}WILLIAM RUSSELL, the basketball player^{8} from SAN FRANCISCO UNIVERSITY^{9}, are outstanding new performers.^{10}

EVENT NO. 5-- 100-YARD DASH (30 seconds) (0 errors)

A great athlete by the^{1} name of Jesse Owens^{2} set three world^{3} records and equalled a^{4} fourth, all in one day. He later went on^{6} to win three firsts^{7} and share a fourth^{8} at the Olympics held^{9} in Berlin, Germany.^{10}

EVENT NO. 6--120-YARD HURDLES (35 seconds) (0 errors)
Leave 15 spaces between columns.

C	R	D	W	C	H	1
o	u	i	o	o	i	3
m	n	l	l	c	l	5
p	n	l	c	h	l	7
a	e	a	o	r	m	8
r	r	r	t	a	a	9
e	s	d	t	n	n	10

EVENT NO. 7--DISCUS THROW (20 seconds) (0 errors)

Brave racers^{1} scattered as^{2} a fast red^{3} car grazed^{4} a tree.

Art was scared^{6}, Tex was scarred^{7}. As a^{8} racer, Ted exaggerated^{9}.^{10}

EVENT NO. 8--DECATHLON (One minute and 30 seconds) (1 error)

In 1948 at the age of 17 Bob Mathias won the^{1} Olympic Games

Decathlon. At Helsinki, he^{2} pole-vaulted 13' 1 1/2", he threw the

discus^{3} 153'10" and he came within 1/4" of high-jumping^{4} 6'3".

Books about Mathias and other^{5} famous athletes retail as follows:

One copy^{6} @ $1.00; three or more @ 90¢ each. (Schools^{7} and clubs

are eligible for a 20% discount^{8}). When ordering, refer to

the book as ^{9}#OZ-4/x.*

EVENT NO. 9--BROAD JUMP (One minute and 30 seconds)
Leave 25 spaces between columns. (1 error)

M. Prinstein, 1900	24'7 1/4"	1
Pat O'Conner, 1901	24'11 3/4"	2
Ed Gourdin, 1921	25'3"	3
Robert Legendre, 1924	25'5 3/4"	4
William Hubbard, 1925	25'10 7/8"	5
Ed Hamm, 1928	25'11 1/8"	6
Silvio Cator, 1928	26' 1/8"	7
Chuhei Nambu, 1931	26'2 1/8"	8
Jesse Owens, 1935	26'8 1/4"	9
The broad jump record has not been changed since 1935.		10

EVENT NO. 10--MILE RELAY (45 seconds). Type first two lines (0 errors)
on one side of page. Take paper out and type 1st two
lines on other side.

Southern California and California^{1} were in a great relay^{2} race in 1941.

It turned out^{3} to be a new all-time university^{4} record for the distance.^{5}

California was victorious^{6} but Southern California's time^{7} was the same.

Kerns of S.^{8} C. ran the last lap in 45.9 but^{9} he couldn't catch Klemmer.^{10}

Title of Project: An In-Depth Report on a Specific Occupation of Student's Choice
Grade(s): 6-8 Curriculum Area: Career Education
Duration of Activity/Project: One Month

OVERVIEW: Students will be exploring careers of their choice in depth. Each student will pick a career that interests him/her and make an oral or written report. Each report should include such things as: 1. A decorated folder or picture illustrating topic. 2. Job title. 3. Duties of the job. 4. Qualifications, including physical, education, and emotional. 5. Availability of the job. 6. Advantages of the job. 7. Disadvantages of the job. 8. Salary range. 9. Working hours. 10. Benefits (including time off, vacations, insurance benefits, etc.) 11. Advancement opportunities. 12. Related occupations, etc. As part of Medford 549C school district's developmental scales in career education, students at 8.0 level will be able to identify one long-range occupational goal and state the basic entry level requirements.

TEACHER PREREQUISITES: The teacher must have some research skills and pass these skills along to the children. The teacher must also have knowledge of pupils' individual differences and use it to guide them in direction of an oral or written report.

STUDENT PREREQUISITES: Students must know steps used in preparing a report, namely: 1. Think about subject-list questions you want to find out. 2. Gather information from several sources such as: texts, encyclopedias, library books, magazine, interviews, films, filmstrips, etc. 3. Take brief notes on notecards. 4. Study information you've gathered so that it makes sense to you. 5. Organize your material in logical order/outline or list main ideas. 6. Practice report. 7. Make report interesting by using visual aids if possible. Students must be acquainted with places they can go, books they can use to gather information, and how to interview a person regarding an occupation. They must be exposed to a vast number of jobs through games, film-strips, books, guest speakers, films, etc. to aid them in determining what career might interest them.

SETTING: This activity should take place in the library or classroom where there are some available resources set aside.

MATERIALS: Materials might include games on careers, books from school and city library on various occupations, filmstrips and cassettes on careers.

PROCEDURES:

A. Getting Ready: 1. View films, filmstrips, and play occupation game, "What's My Line?" to expose pupils to various occupations. 2. Discuss purpose of this particular activity, with the class, and elicit how it might help them. 3. Discuss the various ways which pupils can give a report, namely: oral, written, on a tape recorder, using an overhead projector, etc. 4. Discuss the steps, and post steps, used in preparing a report, on tagboard so it is visible during the entire time they are working on this activity.

B. Involvement in Activity: Have students select a career they might be interested in, and how they will share this decision with their classmates. This plan is to be written and submitted to the teacher. Distribute list of possible items students will want to include in their report. Devote social studies class time for research and related art work, either in classroom or in library. Set up a time schedule so pupils can pace themselves in completing each phase of his/her report. Be on hand and constantly circulating to provide guidance and motivation.

C. Follow-up Activity: Those who choose to give report orally will present to the rest of the class; written reports will be distributed and shared with class members.

EVALUATION PROCESS: Teacher and pupil evaluations can be used in determining if the goal is reached and if pupils benefited from this activity. Written evaluations can include areas agreed upon by the class in advance of doing the report.

Submitted by: Linda Lucas - Jefferson School

Title of Project: "A Car! Who, Me?" (Energy Conservation Simulation)

Grade(s): Elementary Curriculum Area: Environmental Ed

Duration of Activity/Project: Thirty minutes spread throughout the day.

OVERVIEW: The students will pretend to be a "car" during the school day with a set amount of gasoline to use. Through actual experience, they will learn to conserve gasoline and be able to explain the methods they used to conserve "gas".

TEACHER PREREQUISITES: None.

STUDENT PREREQUISITES: General knowledge of energy conservation.

SETTING: Classroom.

MATERIALS: Ten coupons of one gallon of "gas" for each student, magazines and/or art paper, and rewards or awards for contest winners.

PROCEDURES:

A. Getting Ready:	Explain to the students that each will be a "car" during the school day. Each "car" will get 10 gallons of gas. Put name on each coupon.
B. Involvement in Activity:	Each time a student leaves his "garage" (desk) to go to the restroom, sharpen a pencil, etc., one gallon of gas is used. The teacher can collect gas coupons or whatever method the class decides. Whenever the class moves as a group (for recess, to P.E. class, etc.) they are using "mass-transit" so no personal gas tickets are required. Students may draw a picture of the car each wants to be (or cut from magazine). A reward of some kind can be used as motivation for conservation of "gas". A contest can be used with awards going to the student (s) whose gas lasted the longest, etc.
C. Follow-up Activity:	Students can discuss methods used to conserve "gas". (Using restroom, sharpening pencils, etc., during recess.) Discuss with students the role of the citizen in doing their fair share to conserve an energy source such as gas in order to have a "fair-share" for everyone.

EVALUATION PROCESS: Given the opportunity to participate in a simulation, the student will list at least three ways to conserve gasoline.

Submitted by: Barbara Muckey, Talent Elementary

Title of Project: Easing the Transition of the Spanish Speaking Child
Grade(s): K - 12 Curriculum Area: Foreign Language/ General
Duration of Activity/Project: Two to nine weeks

OVERVIEW: Spanish-speaking children entering an English-speaking school environment for the first time are overwhelmed. Why not ease that cultural shock? By labeling objects in your classroom in both languages, you will be providing a learning situation for everyone in your class. This is a very simple way to begin teaching your class about a different culture. There is no need to be apprehensive about this type of activity; the Spanish-speaking child can be a valuable asset to your classroom. If you studied Spanish in high school, this is your chance to brush up...if you have never studied it, this will be a brand new learning situation for you! The students will take their cues from you. If a teacher approaches this kind of a situation in an open, positive way, the students will respond in like manner. Each non-English speaking student will be assigned a "buddy" who will help ease the transition. After the teacher introduces the labels and explains the whys and wherefores, the buddies will help each other learn the names of the objects.

TEACHER PREREQUISITES: The teacher must have a list of common classroom objects and know the correct pronunciation (see attached list). If you feel insecure about the pronunciation, there are many ways to overcome this. The junior high and high school Spanish departments are a valuable resource. The Migrant Education program through the ESD will be glad to help you. Most importantly, your Spanish-speaking students will be an excellent pronunciation guide.

STUDENT PREREQUISITES: Students should be made aware of the valuable learning situation available to them. They can have a first-hand experience in learning about a different culture through a foreign language.

SETTING: This activity will take place within your classroom and the school plant itself. Once the children are familiar with the classroom labels, you may want to expand the learning to include other parts of the school.

MATERIALS: You will need: a positive outlook, construction paper, magic markers and a list of objects in Spanish and English.

PROCEDURES:

A. Getting Ready:	Getting your students motivated will be a fairly easy thing to do. Most will be curious about their new classmate(s). Capitalize on this curiosity and most students' eagerness to help by explaining the labeling set-up. It's also a good idea to discuss with your class the positive values involved in learning about a different culture.
B. Involvement in Activity:	Assigning a different buddy every few days will give each student a chance to personally become acquainted with the new student(s). It's a good idea to choose fairly outgoing, friendly children to begin the activity.
C. Follow-up Activity:	Have students search magazines for pictures. Glue pictures to language master cards. Label them in both languages. Have students record their voices. Expand the activity from object labeling to survival phrases (sample list attached). Have each student make a picture dictionary.

EVALUATION PROCESS: You may test the children as to their retention of the material, but I wouldn't recommend it. You will be able to evaluate this activity best by watching the interaction and enthusiasm of the students. You will be able to observe the rate of speed with which the Spanish speaker begins to use his/her new language.

Submitted by: Pam Lucas - Migrant Ed

CONTINUED NEXT PAGE

Easing the Transition of the Spanish Speaking Child (Continued)
Pam Lucas

Classroom Labels

1. door - la puerta
2. chair - la silla
3. desk - el escritorio
4. pencil - el lapiz
5. pen - la pluma
6. light - la luz
7. window - la ventana
8. table - la mesa
9. paper - el papel
10. chalkboard - el pizarrón
11. chalk - el gis
12. floor - el piso
13. map - el mapa
14. teacher - el maestro; la maestra
15. student - el estudiante
16. crayons - los colores
17. room - el cuarto
18. eraser - el borrador
19. water - el agua
20. scissors - las tijeras
21. paste - la pasta de pegar
22. wastebasket - la cesta para papeles
23. record player - el tocadiscos

Labels Outside the Classroom

1. bathroom - el baño
2. lunchroom - la cafeteria
3. library - la biblioteca
4. stairway - la escalera
5. playground - campo de recreo
6. office - la oficina

Survival Statements

1.	Good morning.	Buenos días.
2.	Hello, how are you?	Hola, ¿Cómo está usted?
3.	What's your name?	¿Cómo se llama?
4.	My name is ______.	Me llamo ______.
5.	Do you have a nickname?	¿Tiene usted otro nombre que se usa?
6.	How old are you?	¿Cuántos años tiene usted?
7.	Thank you!	¡Gracias!
8.	Please	Por favor
9.	Stand up.	Levántese.
10.	Sit down.	Siéntese.
11.	Speak slower, please.	Hable más despacio, por favor.
12.	Bring me the _____.	Tráigame el/la _____.
13.	Put the _____ here.	Ponga el/la _____ aquí.
14.	Tell me your name.	Dicame su nombre.
15.	Write your name.	Escriba su nombre.
16.	To color	Colorear
17.	To cut	Cortar
18.	To paste	Pegar
19.	Show me the/your _____.	Enséname el/la/su _____.
20.	Draw a line under _____.	Dibuja una línea debajo de _____.
21.	Put a circle around ____.	Ponga un círculo alrededor de _____.
22.	This is your _____.	Este/Esta es su_____.
23.	This is a _____.	Este/Esta es un/una_____.
24.	Say _____, please.	Diga _____, por favor.
25.	Repeat, please.	Repita, por favor.
26.	Raise your hand if you have a question.	Levántese su mano si tenga una pregunta.
27.	What do you call this?	¿Qué es esto/esta?
28.	The English word for this is a _____.	La palabra en ingles por esto es ______.
29.	School starts at ___ and ends at _____.	La escuela empieza a las _____ y termina a las _____.
30.	It is lunch time now.	Ahora es el tiempo de comer.
31.	It is recess now.	Ahora es el tiempo de recreo.
32.	This is your chair.	Esta es su silla.
33.	This is your book.	Este es su libro.
34.	This is your pencil.	Este es su lapiz.
35.	This is the boys' restroom.	Este es el baño para los muchachos.
36.	This is the girls' restroom.	Este es el baño para las muchachas.
37.	This is the bus that will take you home.	Este is el camión que le llevará a su casa.

Colors - Colores

red	rojo
green	verde
yellow	amarillo
brown	moreno, cafe
orange	anaranjado
black	negro
white	blanco
blue	azul
purple	morado

Numbers - Numeros

one	uno
two	dos
three	tres
four	cuatro
five	cinco
six	seis
seven	siete
eight	ocho
nine	nueve
ten	diez

Title of Project: French as an Enrichment Activity
Grade(s): Fifth Curriculum Area: Foreign Language
Duration of Activity/Project: Three weeks

OVERVIEW: Students will become familiar with basic greetings, numbers, and some objects in French. They will also be exposed to French culture, art, and history. Each student will have the opportunity to pursue as little or as much in each content area as they choose.

TEACHER PREREQUISITES: The teacher must know some basic French and be somewhat familiar with the country.

STUDENT PREREQUISITES: Students must know that there are many countries with different languages, cultures, etc.

SETTING: The activity will take place in the classroom setting.

MATERIALS: The materials needed will be reference books about France, pictures of objects, simple games, slide projector and records.

PROCEDURES:

A. Getting Ready: The teacher will discuss languages in general and point out various countries. The teacher will also discuss what common languages are mostly used in the United States and why.

B. Involvement in Activity: The daily routine will be as follows:

1. Introduction of terms
2. Repetition
3. Sharing pictures and names
4. Discussion of country
5. Song
6. Guest speakers

C. Follow-up Activity: Students may talk some of the language with other friends or their families. They may also do a project on France or perhaps find someone in the community who speaks French and talk with them. Each student will be able to function according to their interest and ability.

EVALUATION PROCESS: The teacher may use the following criteria as a measure of the activity:

1. Simple oral and written testing.
2. Observation of students speaking language.
3. Discussion of what they learned about the language and the country.
4. Discussion with students what they enjoyed about the project and if they would be interested in taking a foreign language at a later date.

Submitted by: Nancy Bottero - Williams Elementary

Title of Project: Health Food Snacks for Sale

Grade(s): 1st Curriculum Area: Health

Duration of Activity/Project: 9 weeks (It is recommended that this activity be scheduled for the last nine weeks of the year so that children will possess the necessary skills in math and reading.)

OVERVIEW: Students will begin this unit as a follow-up activity to a nutrition unit. They will research types of healthy foods that could be sold as snacks to the rest of the student body. The project will be done for three reasons: 1.) to learn that snacks can be nutritious, 2.) to learn to make change up to $1.00, 3.)to learn how to work on an individual basis for a common group goal.

TEACHER PREREQUISITES: The teacher should know the basic four food groups and be able to help the children discover which foods in the four groups could be used for saleable snacks.

STUDENT PREREQUISITES: Students must be familiar with the basic four food groups. They should have been introduced to making change up to $1.00 during math skill time.

SETTING: Classroom and student-made "store" which will be set up outside the cafeteria.

MATERIALS: Materials distributed by the Oregon Dairy Council; refrigerator box to be made into a store; drawing paper used for posters; food materials (some foods are provided by the Dairy Council; others can be obtained from a grocery store by prior arrangement).

PROCEDURES:

A. Getting Ready:	Review nutrition unit. Have a tasting party, using the basic four food groups to make snack food. Use classroom input to decide what to sell, how to set costs and how to go about selling the snacks.
B. Involvement in Activity:	More capable children can visit other classes to conduct polls to determine what healthy snack foods are liked. One group of children can go to the school cook to see what foods are available through the Dairy Council. Another group could arrange to stay after school with the teacher and walk to the grocery store and check on prices of other needed foods. The classroom store will be painted, set up and prices set. Posters will be made and placed around the school. Schedules will be established announcing the times classes can purchase items, and notices can be sent home in the PTA newsletter.
C. Follow-up Activity:	Sales will be once a week for four weeks with an evaluation of sales to see which items sold the best and to determine the amount of profit. Catalogues of educational games might be brought in (if this was the group goal) so the class can do comparative shopping. Group report to the class on how the store could be improved. Specific problems and solutions are discussed.

EVALUATION PROCESS: Students are able to recognize, draw and label nutritious snacks. Students are able to make change up to $1.00. Students are able to work as individuals toward a common group goal. (Students can be used in areas where they excel--for example, artists can do the posters, math wizards take care of change, and better readers conduct polls.)

Submitted by: Lura Johnson - Manzanita Elementary

Title of Project: Bicycle Safety
Grade(s): 1st Curriculum Area: Health (Safety)
Duration of Activity/Project: One week

OVERVIEW: Students will learn correct bicycle operation on roads. They will learn how to help parents inspect bicycles for parts that need to be repaired or replaced. As a result of this activity, the rate of bicycle accidents should be lowered.

TEACHER PREREQUISITES: The teacher will need to consult a bicycle shop owner and the local library or police station for the information needed to make up a bicycle inspection form.

STUDENT PREREQUISITES: No student prerequisites necessary. Ownership of, or access to, a bicycle is helpful.

SETTING: Activity will take place in the classroom and on the playground. A field trip to a bicycle shop might also be planned.

MATERIALS: Several bicycle safety films could be shown and discussed. A visit by a local law officer might be helpful, particularly when accompanied by a "talking bicycle." Bicycle inspection forms should be worked up and duplicated for each student.

PROCEDURES:

A. Getting Ready:	The teacher will show a bicycle safety film and lead discussion afterward. Students with bicycles or access to bicycles will be tallied and names written on a chart.
B. Involvement in Activity:	A bicycle can be brought into the classroom and its safety inspected. Students will discuss bicycle safety inspection forms, take them home, and inspect their bicycles with parental assistance. Proper adjustment of the bicycle to the size of the rider should be stressed. Traffic safety rules and traffic signs should be discussed. A map can be constructed showing the roads and street crossings in the school's boundaries. Each student should be taught the safest route to get to school from his house.
C. Follow-Up Activity:	Each child should be able to demonstrate, by himself, the safest route on the map between home and school. Another activity to reinforce correct bicycle operation on roads could involve laying out a road and crossing street on the playground using crepe paper streamers. Each student who knows how to ride a bicycle could demonstrate hand signals and safe bicycle operation.

EVALUATION PROCESS: Replicas of traffic signs can be constructed to be used for testing purposes. Simple multiple-choice tests employing pictures can be made also. As students return the inspection forms their names should be checked on the chart, as well as which parts need to be repaired or replaced.

Submitted by: Carolyn Reinhart - Madrona Elementary

Title of Project: Project Air Pollution

Grade(s): 1st Curriculum Area: Health-Science

Duration of Activity/Project: 5 weeks

OVERVIEW: Students will learn about the five basic types of air pollution; they will also learn that air pollution can be both natural (volcanoes, fire) and man-made (car exhausts, factory wastes). Students will learn what the air pollution "demons" are, where they come from, and how air pollution affects man and his environment. They will learn what has, and is, being done about pollution, and how they can help. This unit is a follow-up activity to the SCIS science kit introduction on environment.

TEACHER PREREQUISITES: The teacher must know about the five air pollution "demons": oxide of nitrogen, sulfur oxide, particulate matter, hydrocarbon and carbon monoxide. The teacher should provide understanding of what these demons are, their characteristics, and the causes-and-effects of air pollution on man and his environment. The teacher will need to have field trips arranged ahead of time (it is advisable to visit the areas, and key what types of pollution are more visable in each area).

STUDENT PREREQUISITES: Students will need to know about their environment, both immediate and community, and the causes-and effect these two environments have on each other. They must be aware that air pollution is a problem and have a willingness to learn more about it and what they can do to help.

SETTING: The classroom will be home base. The class will walk around the school grounds looking for air pollution in the immediate environment. There should be two field trips away from the school--one to a lumber mill (which is a more visable air pollutent) and the other to an industry that has less air pollution (such as Litton Industries).

MATERIALS: Hand puppets to represent each of the five demons, a booklet put out by General Motors titled, The Bad Demons, and two films: The Problem with Air is People and Earthquakes and Volcanoes.

PROCEDURES:

A. Getting Ready: The students will be introduced to the hand puppets. The puppets will introduce themselves, tell the children what their names are, and how their presence in the air affects the children and their environment. Then the puppets will invite the children to go outside and find evidence of their presence in the air. Students will look for evidence of air pollution in the classroom (i.e. chalk dust).

B. Involvement in Activity: Students will view two films so they may learn air pollution can be natural and man made. They will make classroom murals of different ways pollution occurs. They will take field trips to view air pollution outside the immediate environment and write thank-you notes to the industries.

C. Follow-Up Activity: After classroom discussion, students will come up with some ways they can do something about air pollution (i.e. writing letters to their congressmen or design inventions that would help cleanup pollution). Ideas could be sent to field trip sites. An expert from both places could visit the class and respond to student suggestions, along with information on what is being done about air pollution problems now and what plans are for the future.

EVALUATION PROCESS: Students will be able to label each of the five hand puppets and know the characteristics of each as well as the causes-and-effect of those demons on their environment. Students will be able to write two ways they can help with the air pollution problem (for those who are more able, more than two suggestions).

Submitted by: Lura Johnson - Manzanita Elementary

Title of Project: Third Grade Fruit Corporation (fresh fruit store)
Grade(s): Third Grade and up Curriculum Area: Health/Math
Duration of Activity/Project: Entire year

OVERVIEW: The fruit store has a two-fold purpose: to provide good nutrition for those children who come to school without breakfast and/or need a snack, and to provide the third graders with actual experience in selling and making change. The children work in groups of three to sell the fruit, make change, and keep records.

TEACHER PREREQUISITES: The teacher must have a source of fruit at nominal cost and arrange for a method of transporting the fruit to school. We have a mother-volunteer who purchases the fruit for us and transports it to school. She is paid for her gas expense out of the profits.

The teacher must make arrangements with other faculty members as to when the store will be open and when and where the fruit will be eaten. (Our store is open the first 15 minutes of school and during our morning recess.) Some teachers let individual children purchase for themselves; others collect money and orders from the class and have one student do the purchasing. At our school the children are to eat the fruit only in the classroom, not on the playground.

STUDENT PREREQUISITES: The children need to be able to do addition and make change correctly.

SETTING: We use an outside window for our store. The children selling are inside in a small room off the classroom. Children purchasing are outside.

MATERIALS: Storage place for the fruit (we use a large cooling unit); muffin-tin for money; record sheets (see below); art paper, crayons and pens for making posters.

PROCEDURES:

A. Getting Ready:	A class discussion is held about the purpose of the store and a vote is taken on how to use profits. There are class lessons on selling procedures, making change, and filling in daily record. Posters advertising the store are made and posted around the school.
B. Involvement in Activity:	Children participate on a rotating basis (one per each third-grade class). As we have three third grade classes, there are three children working at all times. One child is at the window, the other two keeping records and making change. We have a junior-high aide who is there to help, if needed. Prior to actual selling, children help with whatever preparation of fruit is needed (washing, sizing, etc.).
C. Follow-up Activities:	After the store closes, the children count the money and wrap it, if necessary. They then report back to their individual classes as to the amount sold. Older children could figure the actual amount of profit and prepare the bank deposit slips.

EVALUATION PROCESS: Teachers check the daily records for accuracy. Teachers can check the children on their ability to make change correctly in the spring and compare this with similar activity in the fall to note progress. The entire class and school can enjoy and benefit from the projects on which the profits are spent. Our classes enjoyed a skating party at Christmas time and plan to purchase an item for the school.

Submitted by: Barbara Muckey - Talent Elementary

* *

Daily Record Sheet for Fruit Corporation

Date ________________
Amount of change at beginning of day: $________
Amount of fruit sold:
10¢ _____ 15¢ _____

Total sold: $________________
Amount of change at end of day: $________.
Student sellers:
____
____
____

Title of Project: Personal Dictionary

Grade(s): Kindergarten Curriculum Area: Language Arts

Duration of Activity/Project: As long as the children are interested

OVERVIEW: Students will make a dictionary of any words they wish to learn to write, read, and spell. They will also illustrate each word.

TEACHER PREREQUISITES: Know how to spell and print.

STUDENT PREREQUISITES: Know most of the letters and beginning sounds, have some small muscle coordination and a desire to do activity.

SETTING: Classroom with teacher.

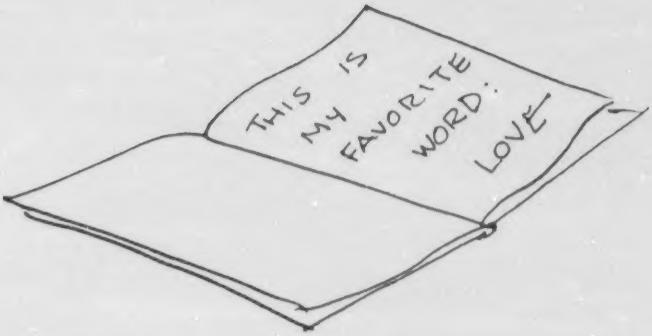
MATERIALS: Booklets to write in, pencil, color crayons.

PROCEDURES:

A. Getting Ready:	Ask children who are ready if they want to make a word book. Show them children dictionaries.
B. Involvement in Activity:	Children will enjoy knowing they can write any word they want to learn.
C. Follow-up Activity:	Students will read words to teacher or other students. They will write stories from words in their book and can take book home to show parents.

EVALUATION PROCESS: A good measure for effectiveness is how often students want to write in their books and also their recall of words. Improvement in writing skills and the feelings they have about their books is another way of evaluating.

Submitted by: Joan Williams - Jacksonville Elementary


THIS IS MY FAVORITE WORD: LOVE

Title of Project: Typing for Kindergartners

Grade(s): Kindergarten Curriculum Area: Language Arts

Duration of Activity/Project: This activity can be long or short, depending on the availability of supervision and interest of the children. I usually introduce the typewriter in January and they stay in the room until the end of the year.

OVERVIEW: First, students will experiment with the typewriters, discovering what they can do and how they can use them. They will learn the location of some letters and see the difference between upper and lower case typing. As they progress, they will type words, then sentences. Some will type paragraphs and stories.

Some of the desired results will be: improved eye-hand coordination, improved matching skills, recognition of upper and lower case letters, learning letters make words, doing something of high interest while relating to familiar (words), learn beginning rules of writing, become familiar with a typewriter and how to handle and care for it.

TEACHER PREREQUISITES: The teacher needs to follow a step-by-step, logical order so students can progress from discovery/experimentation, to typing letters, words, sentences, and paragraphs.

STUDENT PREREQUISITES: Self-control to handle typewriter as a tool or machine; fairly good attention span.

SETTING: Regular classroom

MATERIALS: Typewriter (s), paper, some means to hold up the paper with the student-selected, teacher-written words, etc.

PROCEDURES:

A. Getting Ready: Bringing the typewriters into the room is usually sufficient motivation for any child to use them. Children love machines.

B. Involvement in Activity: Since all children are eager to use the machines, it is absolutely imperative that the teacher or a helper stay at the typewriter, with the children to teach skills, use and to oversee the handling of the machine. Initially, it is necessary to work with each child to teach them good habits. No child is left on their own until they have used the typewriters at least twice and demonstrated its use properly. This also enables the teacher or helper to see who might have difficulties and need further one-on-one guidance.

Thereafter, the teacher or helper can see students get started, solve any immediate problems, and do a quick review of a few basic things (i.e. reminding them when to use upper case, use of the space bar, proper placement of the paper, etc.).

C. Follow-up Activity: Once the children begin to type sentences and paragraphs, (or even words), illustrations are done to reinforce what has been typed. When the child is finished, the paper can be mounted for display or simply sent home so he might share it with his family.

Benefits will be seen as children are able to work at their level of capability at the typewriter and are successful--no matter what their ability. Improvement and skill are readily recognized.

A large list of class-selected words could be written and hung in the room to develop further familiarization.

NOTE: An educational psychologist in Stamford, Connecticut has discovered that first and second graders can have a 400 word vocabulary in a week's time by building word upon word and typing it. He has found these students to excel in reading, spelling, handwriting and fluency.

EVALUATION PROCESS: Achieved through observation and one-on-one discussion.

Submitted by: Lois Cousineau - Roosevelt Kindergarten

Title of Project: Student made Word Booklets

Grade(s): Kindergarten Curriculum Area: Language Arts/Art

Duration of Activity/Project: Variable--depending on student interest. This is best used as an end-of-the-year project.

OVERVIEW: Children select words of high interest to them to be included in their book. The words are written and illustrated.

TEACHER PREREQUISITES: Obtain materials for children to make books; willingness to go through pictures and books with children to give them an in-depth look at their word.

STUDENT PREREQUISITES: Sufficient interest to make a book; small muscle control for copying the word without frustration.

SETTING: Regular classroom.

MATERIALS: Construction paper, newsprint for the body of the book, staplers, felt pen, crayons and pencils, pictures, books, magazines, etc.

PROCEDURES:

A. Getting Ready: Motivate students by introducing the activity to one child. Let natural enthusiasm grow as classmates observe the process of bookmaking.

B. Involvement in Activity: All children who are interested will make a book. Each child selects a word for each page and the teacher writes it once. It must be copied two more times on the same page and illustrated.

Each child progresses at his/her own speed, ability and interest level. They can do one word a day, several words, or none, depending on their interest and attention span. The teacher discusses each word with the child, developing more in-depth knowledge by referring to books, encyclopedias, pictures and magazines.

It is important for the teacher to challenge the potential of each student. (For example, one boy wanted to choose the word "bird," but for that particular student, "bird" was not sufficiently challenging. With the assistance of the teacher, he looked at a bird chart and then selected "Tanager" for his word. He learned many things about the bird. He chose to draw the male since he liked the colors; however, he also learned why the female coloring was more dull, etc.)

C. Follow-up Activity: Booklets are fun to share with others in the classroom and at home with the family. When the book is completely finished, a short synopsis of the student's favorite word can be written on the back by the teacher to bring the book to a close.

EVALUATION PROCESS: Can be done with one-to-one discussion, observing, listening, and "being there" as the book evolves.

Submitted by: Lois Cousineau, Roosevelt Kindergarten

Title of Project: Word Cards

Grade(s): K-2 (adaptive to other ages) Curriculum Area: Language Arts

Duration of Activity/Project: thirty-mintutes a day or throughout day while students are involved in independent work.

OVERVIEW: This project is designed to increase the students' vocabulary. It should increase the students' facility in reading, writing and pronunciation. The technique was originated by Sylvia Ashton-Warner and is explained in detail in her book, Teacher. The procedure is simple. The student tells the teacher (or aide) a word that he/she would like to learn. The teacher writes the word on a word card. Either the student or the teacher may draw an accompanying picture. The student then reads the word back to the teacher.

At the beginning of each session, the child reads all his/her old word cards, discarding any they don't want anymore. The students learn that the words they wish to learn can soon be written by them, read and pronounced. They enjoy expanding their vocabulary.

TEACHER PREREQUISITES: The teacher, aide, or volunteer should have read Teacher by Sylvia Ashton-Warner. The teacher needs to pay close attention to the child's feelings during this activity.

STUDENT PREREQUISITES: Willingness to participate in the activity.

SETTING: Classroom--individual or small group settings, or the teacher can go from child to child during the course of the day's free or independent activities.

MATERIALS: 3" x 5" index cards and writing instruments.

PROCEDURES:

A. Getting ready: Just do it. At first, children often do not believe they can really have any word they want on their word card. You have to wait awhile for the first word. Sometimes it helps to prompt them with a question like, "What is your favorite thing in the whole world?"

B. Involvement in Activity: It's important for the teacher to say the word right away if the child cannot remember how to say it. The teacher should not give the student a chance to practice the word incorrectly. When children are reading a phrase, teacher should make sure they repeat it until they can read with fluency. Students usually enjoy this activity because it's fun for them to read their own words, add new ones, and even weed out the words they don't want anymore.

C. Follow-up Activity: Include the child's word in a sentence. For example, if a student says he wants the word "frog," the teacher might include it in a sentence such as, "Hi, Javier, I am a frog." A special activity might be for the students to write a story containing some of their words and exchange stories with other members of the class. If students do not have the ability to write, they could dictate the story to a teacher or aide who could write it down for them. Students would then read it back.

EVALUATION PROCESS: You will know if students have benefited from this activity if they:

1.) Smile or laugh. This means the children are enjoying it; reading is becoming fun and interesting to them, not just an onerous chore.
2.) Read their word cards correctly.
3.) Express themselves better verbally--come out of their shells. This means students are opening their minds to rapid new growth and are placing a higher value on the whole school day.
4.) Perhaps the best gauge is the teacher's own judgement/observation of changed attitudes and behavior patterns in the students.

Submitted by: Larry Francis - Migrant Ed

Title of Project: A Recipe for Sequencing

Grade(s): Kindergarten - 3rd Curriculum Area: Language Arts

Duration of Activity/Project: One week

OVERVIEW: Students will use recipes to develop sequence skills and will write or dictate a recipe indicating they understand the concept of sequence.

TEACHER PREREQUISITES: The teacher should understand the concept of sequence.

STUDENT PREREQUISITES: Students should have the concept that events or activities proceed in a certain order and that it is sometimes necessary to have a definite order in which things happen.

SETTING: Any classroom will do. One might want to have access to an oven.

MATERIALS: Recipe books or recipe cards, a chosen recipe, baking utensils and ingredients

PROCEDURES:

A. Getting Ready: The teacher should explain that the class is going to bake and discuss the need for a recipe telling the order in which the cake, cookies, etc. should be put together. The class should also discuss what might happen if the order of the recipe was not followed (What would happen if the empty pans were baked first and then the batter put in them?).

B. Involvement in Activity: Discuss the recipe you have chosen and emphasize the order or sequence involved in making it. Then let the students follow the recipe and discover what the finished product is and how necessary sequencing was in achieving that product.

C. Follow-up Activity: The students could copy recipes for reinforcement and recopy recipes that are out of order putting the directions in the correct sequence. The ultimate activity would be to have each student write a recipe of his/her favorite food. The recipe should be written in the student's own words. (I allow them to ask their moms how they make something, but they can't bring the recipe to school). After each student has written a recipe, they can be collected and put together into a classroom cookbook with a warning that any recipe therein is to be prepared at the person's own risk!

EVALUATION PROCESS: The student's own recipe would indicate whether or not he/she has succeeded in learning to sequence things.

(I have seen this done with kindergarteners in which case discussion and dictation come into play. This is also a good activity for teaching linguistically different children about sequence and providing additional practice and reinforcement of English writing skills.

Submitted by: Carol Holm - Jackson County ESD, Migrant Ed

Title of Project: Slides in Sequence

Grade(s): K-3 Curriculum Area: Language Arts

Duration of Activity/Project: Two weeks

OVERVIEW: The student will create (dictate or write) a story and then illustrate it, demonstrating that he/she understands the concept of sequence.

TEACHER PREREQUISITES: Teacher should understand the concept of sequence.

STUDENT PREREQUISITES: The student needs to understand the concept that things proceed in a certain order and to be able to determine or retell the order in which events or activities occur.

SETTING: Any classroom

MATERIALS: A filmstrip of your choice, slide film, 35mm camera, slide projector, slide viewers, tape recorder, tapes, drawing paper, crayons or felt pens.

PROCEDURES:

A. Getting Ready: 1.) Choose a fairly well-known fairy tale or story and discuss with the children order of events in the story. 2.) Discuss how the author puts pictures together with the story to illustrate order of events. 3.) Show the filmstrip to see what the end result is and tell the students they will be doing the same thing.

B. Involvement in Activity: 1.) Each child or group of children (depending on class size and time available you may want to put children in groups to complete this activity) should write or dictate a story of his/her own. 2.) After the story is completed, the student should determine what events in the story to illustrate/draw and color one picture for each. The pictures will need to be colored brightly and neatly so they will make good slides. Don't forget a title page! 3.) After all the pictures are ready, the student needs to put the pictures in the correct sequence so that the teacher or cameraman can take pictures of them. 4.) While the slides are being developed, the student can record his/her story on tape so it will be ready when the slides are. If the students are not readers, the teacher or another adult will have to read the stories on tape. Be sure to indicate in some way where to change the slides (a bell, a pause, etc.). 5.) When the slides are developed, each student, using a slide projector or slide viewer, should put the slides in order without any help.

C. Follow-up Activity: A class slide show of each author's story would be a good follow-up and and a great ego booster. It's great to see your name and your work on the "screen"!! The students might share their accomplishments with their fellow schoolmates or with their parents and friends.

EVALUATION PROCESS: To determine if the student understands the concept of sequence, use the ordering of the slides. Realizing that slides are numbered in sequence, the numbers will have to be hidden. If the student puts the slides in correct order, the goal is achieved.

***This activity would be a good one for use with linguistically different children. It would not only reinforce the concept of sequence, but writing, reading, and speaking of the English language.

Submitted by: Carol Holm - Jackson County ESD - Migrant Education

Title of Project: Draw It Yourself Slide Show

Grade(s): K - 3 Curriculum Area: Language Arts

Duration of Activity/Project: 30 minutes to one hour

OVERVIEW: Children can have the thrill of seeing their very own drawing turned into a custom-made slide show. The students will draw pictures on slides developing their favorite story. They are to have at least four slides. The desired result is to teach the student to use sequence in telling a story.

TEACHER PREREQUISITES: Students must know what happened first, second, third, and last in the story. I use this method to help develop sequence in storytelling or recalling facts in a story. It will also help them in telling a story. I must read or tell many stories to the children. The teacher must also know what materials and methods to use in developing the slides.

STUDENT PREREQUISITES: None.

SETTING: In the classroom.

MATERIALS: Teacher supplied slides and fine tip magic markers.

PROCEDURES:

A. Getting Ready:

Four days before this project the teacher will read at least four stories to the class. The children do not need to use one of the stories the teacher reads--they may make up one of their own or use one of their favorite stories.

The teacher will also get the slides ready using the following procedure:

> Save unwashed photographic slides. Bleach out the colors with an undiluted liquid bleach. Rinse the slides in clear water and allow to dry thoroughly.

B. Involvement in Activity:

Children can draw on the blank slides with fine tip magic markers. Encourage them to press hard to make more clear brillant pictures.

C. Follow-Up Activity:

Use the school slide projector to stage your own show. Each child will tell his favorite story using his slides.

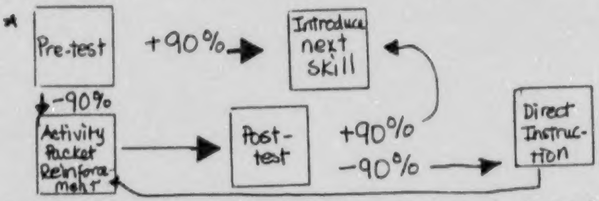
EVALUATION PROCESS: Were the children able to draw and put their slides in sequence? Were the students able to tell the story? Did they enjoy the activity?

Submitted by: Patricia Strunk - Madrona Elementary

Title of Project: A Learning Center for Reinforcing Skills
Grade(s): K-3 Curriculum Area: Language Arts (Reading) Math
Duration of Activity/Project: One - Three weeks

OVERVIEW: Activity packets in the learning center are designed to reinforce the skills that have been taught. Each packet has an activity that will provide the student with practice in a specific skill in math and/or reading. The assumption is that the student can already perform the tasks but lacks accuracy and efficiency to achieve competency. Practice provided by the activity will promote growth towards competency in the specific skill.

TEACHER PREREQUISITES: The teacher must identify the specific skill that needs reinforcement.



* specific skill
90% accuracy criteria

STUDENT PREREQUISITES: The student can perform the tasks but lacks accuracy and efficiency to perform at 90% or above competency level.

SETTING: An activity center table with activity packets and materials.

MATERIALS: Packets with simple instructions for the reinforcement activity and all the materials to complete the task.

PROCEDURES:

A. Getting Ready:	The teacher identifies the skill that needs reinforcement. Students are assigned the task that will provide the practice.
B. Involvement in Activity:	The learning center may have one task assignment or be open-ended and provide a variety of assignments to choose from.
C. Follow-Up Activity:	The teacher checks the completed tasks and administers either formal or informal post-tests to determine if the skill is at, or above, 90% accuracy and efficiency.

EVALUATION PROCESS: Teacher notes that students are growing toward 90% competency in specific skills in arithmetic or reading. Students are engaged in productive activity. Students are applying and using skills that have been reinforced through practice.

Submitted by: Diane Cowan - Medford Administration

Examples of activity packets which reinforce skills in reading and arithmetic through practice:

Arithmetic:

1. Association of symbol and number words - cards with numbers, words and objects:
   2 | two | ••
2. Number sequencing - students fill in missing numbers:
   5_7; 3_56_8; 1_34_6__9.
3. Copying numbers - student traces numbers, copies number, writes number independently - using colored felt pens.
4. Number facts - student completes number fact pages - keep chart on number correct in certain time.
5. Students play number dominoes.
6. Student writes numbers from dictation on tape recorder.
7. Student plans a shopping list from advertisement in the newspaper.
8. Student works on computer, P.A.L. systems 80. on numbers, problems.

Reading:

1. Student traces letters.
2. Student sequences letters into words
   c t a = c a t
3. Students play vowel; consonant; blend bingo.
4. Student reads sentence - answers direct questions.
5. Student sequences simple words into sentences (on cards).
6. Student works on specific skill pages from workbooks.
7. Student works on language master, computer, P.A.L. Systems 80.

Title of Project: Building a Creative Writing Environment - A Center Approach

Grade(s): K - 6 Curriculum Area: Language Arts

Duration of Activity/Project: The center can be set up as long as students and teacher find it useful.

OVERVIEW: The Writing Center is a place where the student can find materials which will encourage development of creative writing skills. It is a place where writing words and sentences can evolve into the writing and making of books. Children who cannot yet read or write can make their own books by dictating stories and drawing pictures to accompany them. The initial books produced by students in the primary grades may consist of only one or two pages placed in a folded piece of construction paper. The books become increasingly more sophisticated at the intermediate level.

Students will bring many experiences from other subject areas to the writing center. They may come to the center to express ideas picked up in math, social studies, art, music, etc. They may bring experiences from the home to share in a written manner. Anything that is valuable to the child can and should be expressed in the writing center.

TEACHER PREREQUISITES: One of the primary reasons that a writing center is so useful to teacher and student alike is that once it is set up and working properly, there is no longer a need to copy phrases from the chalkboard for writing practice. This practice is inherent in the child's own creative writing. This does not suggest that students do not need to be taught manuscript and cursive formation of letters. You will need to provide that portion of the curriculum.

STUDENT PREREQUISITES: Students need to know that writing creatively can consist of only a single descriptive word under a picture. Spelling is deemphasized at first as it may tend to stifle the creative process. The most important prerequisite is that the student know that words are valuable. Part of the learning process for kindergarteners and some first graders is the formation of the letters of the alphabet. Once they master this skill, they also have the prerequisites for creative writing.

SETTING: This activity will take place in your classroom.

MATERIALS: The following is a list of materials and supplies (you do not need to have everything listed to set up a writing center): magazines, construction paper, magic markers, pens, pencils, crayons, cloth (for book bindings), cardboard for book bindings, paste or glue, staplers, scissors, primary typewriter, dictionaries, filing cards, pictures, comic strips and folders (one for each student).

PROCEDURES:

A. Getting Ready:	If you don't have centers already in operation in your classroom, this concept will need to be explained to your class. A writing center must be an interesting place. No center will remain viable for long if it doesn't contain many interesting materials. (See suggestions below).
B. Involvement in Activity:	You will maintain a file of each student's written efforts As the student sees the file growing and as the writing activities vary, the interest level should remain fairly high.
C. Follow-up Activity:	The transition from creative writing exercises to making a book is a natural one. Seeing your own words develop into a story and having it bound into book form is a very satisfying experience.

EVALUATION PROCESS: The teacher will be able to evaluate each student's progress by perusing the file of written work. Leading the students through a creative process is satisfying. The results of a good writing center will surface repeatedly in many other academic areas.

* * *

Suggestions for possible activities in a writing center:

- Compositions
  - skits
  - commercials
  - riddles
  - songs
  - stories
  - poetry
- Typing
- Collecting words for a word bank
- Drawing
- Making crossword puzzles
- Making bulletins
- Illustrating
- Making books
- Keeping a diary
- Exchanging messages
- Writing letters
- Writing recipes
- Filling in words for comic strips
- Dictating stories
- Making a class newspaper

Title of Project: Word Wheels

Grade(s): K-6 (Adapted to individual needs) Curriculum Area: Language Arts

Duration of Activity/Project: This is an activity which goes on throughout the year, changing in relationship to the child's growth.

OVERVIEW: This activity is designed to help children who are below grade level in reading. It is an effective method for individualizing vocabulary and phonics skills without constant one-to-one help.

TEACHER PREREQUISITES: The teacher or aide will need to cut 2½" x 4½" railroad board cards and punch a hole in each.

STUDENT PREREQUISITES: Students should have a basic understanding of how the "word wheels" process will work.

SETTING: Regular classroom

MATERIALS: Felt tip pens, a paper punch, binder rings and various colors of railroad board.

PROCEDURES:

A. Getting Ready:	Before the child begins a new reading book, an oral one-to-one check is given on the new words. (These lists are usually printed in sequential order in the back of student texts for primary levels). Each word that is unknown, mispronounced or has to be "sounded out" is printed on a card and placed on a binder ring for that child--each word on an individual card. The child's name is placed on a card of a different color so that the beginning of the word wheel is easy to find.
B. Involvement in Activity:	The child is to study and practice his word wheel daily at the beginning of each reading period. Help may be given by the teacher, an aide, or even another student. (Here is an opportunity for individual help in phonics). This activity is continued for about two weeks or until the words become easy to say out loud.
C. Follow-Up Activity:	About two weeks after the book is begun, the child is tested by saying the words orally to the teacher or an aide. Words which are pronounced correctly without hesitation are removed from the wheel and sent home with stars as known words. Difficult words remain on the wheel and the activity continues until they are mastered. Some "old" words remain on the wheel even after another level has been added. Therefore, it is a good idea to use a different color for cards at different levels. Word cards continue to be removed as they are mastered.

EVALUATION PROCESS: Proof that each word is really "known" is when each child can read the word orally, in the text, whenever it appears. If it is missed at this time, it is again added to the word wheel. Most children seem to enjoy the challenge of the word wheel and ask to be tested on it frequently.

Submitted by: Ruth Tollefson - Griffin Creek Elementary

Title of Project: Introducing Students to Creative Writing
Grade(s): 1st Curriculum Area: Language Arts
Duration of Activity/Project: After Christmas to the end of school

OVERVIEW: Students usually return to school after Christmas vacation bursting with excitement to talk about what they received for Christmas. This is an ideal time to capture that enthusiasm and have students put their thoughts on paper. This activity is designed to make a successful creative writing center, enabling students to develop many necessary writing skills.

TEACHER PREREQUISITES: The teacher must have a wide variety of techniques and materials which stimulate the imagination and provide brainstorming sessions for students. Readily available assistance (like aide, older student) should also be available as well as a lot of story starters.

STUDENT PREREQUISITES: First, students must begin at the readiness level. They must become aware of the relationship between spoken words and corresponding written symbols.

The students will start with dictating something to be written down.

SETTING: This activity will take place at the creative writing center or at the student's own desk.

MATERIALS: catalogs, small slips of paper to write new words on, individual student dictionaries to record new words (this contains 254 words of highest frequency used in children's writing as determined by Henry D. Risland), scraps of paper and materials, paste, scissors, different odds and ends (to illustrate picture after writing story), beginning-phrase chart (once upon a time, there once was, today, I'm going, one day I, yesterday, etc.).

PROCEDURES:

A. Getting Ready: Introduce students to their very own individualized dictionary. Brainstorm with the students. Have them offer ideas and suggestions. Start out writing together as a class--each child filling in missing words: "My favorite Christmas present was ________."

B. Involvement in Activity: First, students are introduced to their own personal dictionary. Then they are told about a creative writing center where they will go to and do their own writing with help of a VIM (volunteer mother) or 6th grade helper.

Students copy beginning phrase or phrases off chalkboard, finish the ending and illustrate. Students go to the creative writing center twice a week and can choose a picture to write about or illustrate their own. They are to use small slips of paper to write new words on, then record their new words in their dictionary.

Students read stories to the teacher at reading circle. Then it is put together in class book or put in their very own booklet.

C. Follow-Up Activity: Students can take dictionary home during summer to promote summer writing.

EVALUATION PROCESS: Teacher evaluation, growth and development of ideas, increased skill in sentence structure and punctuation, improvement of oral reading, increased enthusiasm toward reading and writing.

Submitted by: Carole Allen - Griffin Creek Elementary

Title of Project: Developing Comprehension and Creative Writing in the First Grade
Grade(s): First Curriculum Area: Language Arts
Duration of Activity/Project: 3 weeks--30 minutes each day

OVERVIEW: Using a sequence of activities that get progressively harder, the children will read, copy and create their own story or sentence. They will illustrate the sentences using different art media. The desired result is that the child will learn to comprehend what he is reading, or what he writes will make sense to others.

TEACHER PREREQUISITES: Students will be taught to read phonetically or sight-word methods or a combination of both. Students will learn how to write a sentence and the correct way to make the letters.

STUDENT PREREQUISITES: Students will be taught to read primer level and how to copy a sentence from the board or their book. The student must know what a sentence is.

SETTING: Classroom

MATERIALS: Clay, crayons, pencils, paper, popsickle sticks, etc.

PROCEDURES:

A. Getting Ready: First week: Teacher will write a sentence on the blackboard everyday, using words that the class knows. Teacher will not read the sentence to the class. Students will copy the sentence on their writing paper and draw the teacher a picture of the story. For example: The sad goat ate all the oats.

B. Involvement in Activity: Second week: The children may choose any sentence from their reading lesson for the day. After they write the sentence on their writing paper, they may either illustrate the sentence on drawing paper or model it out of clay. Then they will share it with the class.

C. Follow-Up Activity: Third week: The children will write two or three sentences by themselves. Using puppets (which they make themselves from popsickle sticks) clay, drawings, they will dramatize and share their story with the class.

EVALUATION PROCESS:
1. Could the student copy a sentence?
2. Was the student able to comprehend the writing sentence?
3. Could student write one or two sentences of his own and illustrate them?

Submitted by: Patricia Strunk - Madrona School

Title of Project: Take-home Reading

Grade(s): First Curriculum Area: Language Arts

Duration of Activity/Project: one semester or quarter, depending on results

OVERVIEW: Students will demonstrate oral reading ability to parents. Students develop responsibility for learning by practicing selection before hand.

STUDENT PREREQUISITES: Student must have basic reading skills.

SETTING: Classroom and home

MATERIALS: Distar Take Homes, Superbooks, Teacher-made stories for Merrill series.

PROCEDURES:

A. Getting Ready: Teacher presents home-reading program to students. Teacher discusses "SuperReader" cards and explains that students can get stars by returning Take Home Story report forms (see below). Teacher explains system of redeeming stars for various rewards.

B. Involvement in Activity: Students select a story from one of the lessons they have covered. Special vocabulary and a first reading is worked on during reading skills instruction time. Students practice their selections for three days. During this time, they can listen to a tape recording of the story, read alone or with a tutor, use flashcards to study related vocabulary, and/or copy parts of the story. They read to an adult at home and the report form is returned to school the next day. (Note: If the form is returned the next day, two stars are awarded; otherwise, only one star is given.)

EVALUATION PROCESS: The success of this program can be determined by comments made by parents and students, by the number of forms returned the next day and by teacher observation of oral reading.

Submitted by: Jim Harrington - Allen Dale Elementary

* *

SAMPLE PARENT LETTER AND BOOK REPORT FORM

Dear Parents,

Beginning ____(date)____ your child will be required to read at least one book a week. This will continue for the remainder of the school year. Please encourage your child to turn in one or more reports each week. If your child has a difficult time reading, we encourage you to have your child tell you the story by using the pictures in the book.

Below is a copy of the form we will use for book reports. The sentence that is to be written about the story should be in your child's own words. It should not be copied from the story or dictated by the parent.

Thank you for your cooperation.

Sincerely yours

BOOK REPORT

Name of student____________________ Title of Book__________________________

I read my book to:________________________ ______________________________
Parent's Signature

Draw a picture about the story you read on the other side of this report.

Write a sentence about your story.

____

____

____

Title of Project: Developing Creative Writing

Grade(s): 1st Curriculum Area: Language Arts

Duration of Activity/Project: Five months--less if desired

OVERVIEW: Students will write sentences and stories of their own creation. By doing so, they will learn grammar, capitalization, and punctuation as well as how to write stories.

TEACHER PREREQUISITES: Assuming the teacher knows correct grammar, capitalization, and punctuation usage, he must be prepared to accept the student's ideas and be able to encourage story development in each child.

STUDENT PREREQUISITES: Students should know that complete sentences must have words or phrases that answer the following questions: Who or What? Did what? Interesting sentences should also include answers to these questions: How? Where? When? and Why?

SETTING: Activity takes place with students seated at desks while the teacher stands near the chalkboard. Students might also be seated on the rug while the teacher utilizes chart paper. It would then be necessary for them to return to their desks.

MATERIALS: Each student needs a sharpened pencil and writing paper. During the beginning weeks, writing paper with an unlined area for student-drawn illustrations would be preferable. Spelling word lists will be utilized the first two-three weeks. After that, large pictures with lots of details including several people or animals would be necessary.

PROCEDURES:

A. Getting Ready:	Week 1: Using the weekly spelling list, a word will be chosen, thought about, and sentences suggested using it. The teacher will write these on the board. Students will copy and illustrate one of these sentences daily.
B. Involvement in Activity:	Week 2 and 3: The teacher will choose a word from the spelling list daily, and students will discuss it. Each student will then write his own sentence and illustrate it. Week 4 and thereafter: Large pictures will be displayed in the front of the room. All details of the picture will be noted and discussed. Possible story lines can be suggested. Each student will then write his own story using capitals and punctuation needed.
C. Follow-Up Activity:	Students might write, illustrate, and make an elaborate cover for their stories which will be placed in the classroom library.

EVALUATION PROCESS: The students' work will be checked by the teacher daily and discussed with them as often as possible. It will be apparent when they grasp the idea of complete sentences, correct grammar, capitalization, and punctuation. Developing more elaborate sentences and story lines should also be seen.

Submitted by: Carolyn Reinhart - Madrona Elementary

Title of Project: I Know Something Good About You
Grade(s): 1 & 2 Curriculum Area: Language Arts
Duration of Activity/Project: Twenty minutes each week

OVERVIEW: A different student will be chosen each week as "Student of the Week".* A bulletin board entitled "I Know Something Good About You" will be dedicated to him/her for the week. The "Student of the Week" may bring anything or make anything he desires that reveals something about himself. (postcards, snapshots, etc.) He also will draw a picture of himself to place in the center of the bulletin board. The rest of the students will spend twenty minutes writing a story, telling all the "good" things they like about the "Student of the Week". The stories are read aloud by the authors and are placed on the bulletin board. This is an excellent creative writing activity which helps strenghten skills in sentence structure, punctuation, capitalization, and story content. Each story is different and of course, the "Student of the Week" just about bursts with excitement!!

TEACHER PREREQUISITES: Be able to help students construct sentences. Be able to give them a good background for creative writing. Be able to motivate students into writing different things each time.

STUDENT PREREQUISITES: Be able to construct a sentence. Know where and when to use capitals. Be able to correctly use periods and question marks. Be able to begin and end a story.

SETTING: Classroom

MATERIALS: Paper, pencil

PROCEDURES:

A. Getting Ready:	"Student of the Week" will be discussed. What are his likes, dislikes, etc. You of course, make it known that everyone will share in the spotlight and have their turn.
B. Involvement in Activity:	The fact that they know their turn will be coming soon, usually spurs them on.
C. Follow-up Activity:	After they have written a few times about others, they are ready to write about themselves.

EVALUATION PROCESS: The evaluation process is rather long range. The students will begin usually with short, descriptive sentences about the "Student of the Week". They will then, as weeks go by, mature in their content and sentence structure. Since there is so much repetition and discussion of correct usage of capitalization, sentence structure, and punctuation, you will be surprised how this molds into their writing habits.

* Does not have to be "Student of the Week". If this project is not begun until latter part of the year, (as it is in 1st grade) it could be titled "Student of the Day," "Student Spotlight," etc.

Submitted by: Patricia Allsup - Madrona Elementary

Title of Project: Short Vowel Checkers Game

Grade(s): 1 - 3 Curriculum Area: Language Arts

Duration of Activity/Project: approximately 15 minutes per game

OVERVIEW: Short Vowel Checkers is a game designed to increase student achievement in reading and spelling. The students are required to name a vowel, say its sound and give a word having that vowel sound. The game is played on a checker board on which the vowels (a,e,i,o,u) have been written in the squares. In order to move a checker, the students must name the vowel in the square to which they plan to move, say its sound, then name a word with that vowel sound.

TEACHER PREREQUISITES: The teacher needs to obtain an inexpensive checker board and checkers. The teacher writes the short vowel letters on the checker board, one per space, until the board is filled.

STUDENT PREREQUISITES: Before play begins students must be able to name the short vowels, say their sounds and give a word or words for each vowel sound.

SETTING: A flat surface on which to place the checker board and checkers.

MATERIALS: Inexpensive checker board, checkers and felt-tip pen.

PROCEDURES:

A. Getting Ready:	The students will be introduced to the game in small groups of 4 to 6. While two play, the others will watch, then have their turn to play. During the introduction, the play will be limited to approximately 3 or 5 minutes per twosome.
B. Involvement in Activity:	After the game has been introduced to the entire class through small groups, the students will be allowed to check it out as a take-home game or for use in the classroom.
C. Follow-up Activity:	The students are divided into two teams. The teacher draws a game board on the chalkboard which looks like this:

a	o	e
e	u	i
i	a	o

A child from one team will go to the board and 1.) point to a vowel, 2.) name it, 3.) say its sound, and 4.) say a word with the vowel sound. If #1-4 are correct, the child may put an "X" over the vowel. A child from the second team goes to the blackboard and follows the same procedure. If #1-4 are correct, the child puts an "O" over the vowel. The first team to score three X's or O's in a row going across, down or diagonally wins.

EVALUATION PROCESS: Any or all of the following may be used:

1. The teacher shows flash cards to students on an individual basis. The student names the vowel, says its sound and gives a word with the vowel sound.
2. The teacher names vowel sounds and asks the students to write the correct letters on paper. Teacher grades or evaluates their papers.
3. The teacher names a vowel sound; students name a word with that vowel sound and the teacher writes the word on the board. Students then copy the word on paper and draw a picture of the word. Teacher grades or evaluates the copied words and pictures on the students' papers.

Submitted by: Betty Parker - Talent Elementary

Title of Project: Learning Center III - Writing
Grade(s): 1 - 3 Curriculum Area: Language Arts (Creative Writing)
Duration of Activity/Project: One - three weeks

OVERVIEW: The activities in the learning center are designed to motivate the students to expand their writing skills into creative writing. The activities are structured so that each student is successful in completing a ten page book at the end of a three week period.

TEACHER PREREQUISITES: Knowledge of each student's ability to persist at a task, to work independently, to complete tasks. Teacher prepares writing for each level of ability.

STUDENT PREREQUISITES: Student will be able to complete a sentence, add to a sentence, and combine a sentence. The student should be able to select and copy needed words or write/spell the words independently. Practice in class should precede the experience to the creative writing learning center.

SETTING: In the classroom, either working at the creative writing center or at their seat.

MATERIALS: Paper, pencils, packets in a developmental sequence (listing the writing activities).

PROCEDURES:

A. Getting ready:	Students select the activity packet.
B. Involvement in Activity:	Students complete the writing task, illustrate passages and place completed pages in their writing folder. Each student completes at least three pages per week. Each student has the freedom to select whatever activity packet he/she wishes.
C. Follow-up Activity:	At the end of the three weeks, each student's work will be collated into his book.

EVALUATION PROCESS: The teacher will judge the learning center by: (1) the students' selection of activities from simple to more complex, (2) student interest in each activity, (3) the number of students who completed the tasks independently, (4) the quality of writing in the books.

Submitted by: Diane Cowan - Medford Administration

EXAMPLES OF CREATIVE WRITING PACKETS

1. Mimeographed page with I CAN ______________. Student completes
2. Patterned sentences student can copy, complete and illustrate. For example:

   I like ____________. I wish ____________. I saw ______________.

   I met a ________________ with a ________________________.
3. Bibliography. Write the answers to:
   1. Full name
   2. Nickname
   3. Birthday
   4. Address
   5. People in family
   6. Pets
   7. What you like to do
   8. What is your favorite sport?
   9. What is your favorite book?
   10. What do you want to do when you grow up?
4. Metaphors
   - A. Rain is ______________
   - B. Christmas is ______________
   - C. Running is ______________
   - D. Puppies are ______________
5. Sentences combining

   John is happy   John has a new puppy   John's puppy is black and white
6. Write a sentence telling what would happen if:
   - A. You had 100 monkeys in your house
   - B. If your cat could talk
   - C. If you could become invisible

Title of Project: Making Words "Eggsactly"
Grade(s): First through third. Curriculum Area: Language Arts
Duration of Activity/Project: Approximately 15 to 20 minutes per game.

OVERVIEW: The game board has a duck or chicken in the middle with eggs, on which vowels are written, making the outside border of the game board. Game cards are made-up of the following letter combination:

1. Beginning consonant, blank for a vowel, and final consonant (b_d)
2. Two beginning consonants, blank for vowel, and final consonant (dr_p)
3. Beginning consonant, blank for a vowel and two final consonants (l_nd)

Each player receives five cards, a die and a movable playing piece. After rolling the die, the player moves the indicated number of spaces. The player checks to see if the vowel landed on will make a complete word on any card in his hand. If a word can be made, the player discards that card. Play continues until someone discards all of his cards.

TEACHER PREREQUISITES: The teacher must have the following: 1. A game board of tagboard then laminated will be made with a chicken or duck in the middle and eggs bordering the board will have vowels written on each; 2. Game cards of tagboard then laminated will be made as follows: b_d, b_g, c_b, b_ck, f_st, dr_p, sh_p, etc.; 3. Die and a movable playing piece such as a button, small plastic marker or colored golf tee will be available for each player.

STUDENT PREREQUISITES: Before playing the game, the students must be able to recognize and name all the consonants and their sounds as well as the vowels and their short sounds.

SETTING: A table or other flat area for placement of the game board and the cards.

MATERIALS: Tagboard game board which has been laminated, tagboard game cards which have been laminated, tagboard game cards which have been laminated, and die and movable playing pieces (buttons, small plastic markers, golf tees) for each player.

PROCEDURES:

A. Getting Ready:	The students will first play the game in small groups, such as during a reading group period.
B. Involvement in Activity:	After the small group introduction, the game will be available for classroom use or can be checked out as a take-home game.
C. Follow-up Activity:	The students will go to the board and write an appropriate vowel in the blanks in order to spell words. The teacher will write these letter combinations (b__d, b__g, c__b, f__st, sh__p) in such a way that one half will be used by Team A and the other half by Team B. If Team A uses a vowel which does not spell a word, he forfeits his turn and the play goes to Team B. The team with the most correctly spelled words wins.

EVALUATION PROCESS: 1. The teacher will give the students worksheets on which different combinations of letters have been placed, such as (b__d, b__g, c__b, b__ck, sh__p); 2. The students will write a vowel in the blank in an attempt to correctly spell a word; 3. The teacher will grade or evaluate the papers.

Submitted by: Betty Parker, Talent Elementary

Title of Project: Individualizing Reading Skills

Grade(s): 1st - 5th Curriculum Area: Language Arts

Duration of Activity/Project: From beginning of school year until student has mastered skills

OVERVIEW: Students will work on a one-to-one basis with the teacher or will do individual work. They will learn how to decode unknown words using phonetic skills they have gained in class. They will use this knowledge in other school work.

TEACHER PREREQUISITES: The teacher must know what skills each child has learned already and those they have yet to learn.

STUDENT PREREQUISITES: The student needs basic reading and reasoning skills.

SETTING: Classroom set up for small group or individual work. Ideally, there should be no more than ten children per group.

MATERIALS: Books; daily assignment sheets and worksheets that pertain to needed skills such as vowel sounds, diagraphs and blends, magic 'e', double vowels, compound words, name and sound of each letter, word identification, and dipthongs. (See attached daily assignment sheet.)

PROCEDURES:

A. Getting Ready: Students will be motivated by being in the special setting and thus getting a greater amount of attention. They will be able to work in books other than those normally used in the classroom.

B. Involvement in Activity: Each day students will follow the same routine: They will pick up a folder containing a daily assignment sheet, worksheets for the day's work and any other material deemed necessary by the teacher. They will also pick up their own word box containing words they need to study. They will study their wordsuntil they can say and spell each word to the teacher. They then can be given instruction on worksheets they are to do that day. The teacher should listen to each student read aloud; words missed by the students should be added to their word box.

C. Follow-up Activity: Students can be provided with additional worksheets and games to help with reinforcement.

EVALUATION PROCESS: The instructor must be able to gauge the students' progress with the goals set at the beginning of the program. The children should have learned those skills which have been presented to them during the course of the class. Students should also be judged on their ability to apply what they learned to other areas of the curriculum. They should show a gain in their reading ability and in their word identification skills.

Submitted by: Linda Tighe - Lorna Byrne Middle School

CONTINUED NEXT PAGE

DAILY ASSIGNMENT SHEET

Week of ____________

Name______________________________ Book____________________________

MONDAY	Review words in box. Review Dolch words. Dictation:	Skill/Drill Read pages ____ to ____	Words missed:
TUESDAY	Review words in box. Review Dolch words. Dictation:	Skill/Drill Read pages ____ to ____	Words missed:
WEDNESDAY	Review words in box. Review Dolch words. Dictation:	Skill/Drill Read pages ____ to ____	Words missed:
THURSDAY	Review words in box. Review Dolch words. Dictation:	Skill/Drill Read pages ____ to ____	Words missed:
FRIDAY	TESTING AND EVALUATION		

Title of Project: Write Your Own Readers - Read Your Own Writers

Grade(s): 1st to 6th Curriculum Area: Language Arts

Duration of Activity/Project: 30-45 minutes for writing; additional time for illustrations, editing, etc.

OVERVIEW: Students will write or dictate their own stories. This activity will bring language home to them. They don't really *have* a language unless they speak it, read it, and write it. By participating in this activity, students realize the connection between the written and spoken word: giving voice to what they see, and writing down what they hear to be recalled later.

TEACHER PREREQUISITES: Creativity in presenting vivid scene, event or happening for students to respond to.

STUDENT PREREQUISITES: They just have to react.

SETTING: The whole class together at their desks or in small groups or however you like--with or without music or pictures. One condition is necessary: there must be something provocative happening or having just happened so that the children will have a vivid mental picture of what it is they are going to dictate or write.

MATERIALS: Paper and writing instruments.

PROCEDURES:

A. Getting Ready: You present the scene. You must come up with provocative pictures and/or situations such as: "You are riding your motorcycle. It is a wet, rainy day. You are going fast, maybe too fast. As you go around a curve, you hit a slick spot in the road and feel your motorcycle go into a slide...What thoughts are going through your head? What happens?" You don't just set this out for the children to read--they may not give it the necessary emotion. Present the situation in a dramatic voice so the children can feel it, or imagine they're actually there. Another idea is collecting pictures or drawings that are interesting, silly, scary, fantastic, or in some way evocative of a response.

B. Involvement in Activity: If you can put a good amount of emotion in your voice and come up with different, arresting scenes, or if the kids like reading each other's stories, and can look forward to an appropriate reward at the close of the project, they will stay motivated.

If some of the students can't spell well, tell them to do as best they can by sounding out the words. You may want to have the children develop their own spelling lists as a follow-up activity.

C. Follow-up Activities: Spelling lists developed from stories; students imagine their own dramatic scenes which are put in a scene bank; students do dramatic readings or act out their favorite stories. The compositions reveal to you the best focus for your lessons in grammar.

EVALUATION: Do the kids write good stories? Do they like the stories they are writing? Are the stories improving? Are illustrations for the stories painstaking and vivid? Does facility in writing fantasy increase and carry over into areas such as plain, old, necessary expository what-did-you-do-this-morning? And-then-what? And-then-what?-type prose?

AFTERWORD

"Just because we can't evaluate the most important things in life doesn't mean we shouldn't do 'em."

--Polonius Lava

Submitted by: Larry Francis - Migrant Education, ESD

Title of Project: Super Star Readers

Grade(s): 1st and up Curriculum Area: Language Arts (Reading)

Duration of Activity/Project: January - June

OVERVIEW: Students will choose books from the class library, school library, or books from home. The main idea is to get students to enjoy reading, building on their vocabulary, and fluency.

TEACHER PREREQUISITES: The teacher must know the children's reading abilities and select books commensurate to these abilities.

STUDENT PREREQUISITES: Students must know most of the basic reading skills obtained in the beginning four months of school (September - December). Also, beginning and ending sounds--decoding and encoding--sentence structure--basic Dolch sight words.

SETTING: This activity will take place in the classroom and in student homes.

MATERIALS: (1) a wide variety of books, (2) children's personal dictionary (made by children at school) to keep record of new words learned (to be kept at child's home), (3) bulletin board in classroom with each child's name on a big star, (4) stars (to be put on by child for each book he reads), (5) teacher's handbook to record each child's list of books.

PROCEDURES:

A. Getting Ready:

During the first three months of school, the teacher will read stories to the children and talk about how exciting it is to be able to read and have parents, sisters and brothers hear you read. The teacher will explain the Super Star Program to them and how it works.

B. Involvement in Activity:

The students will help make a classroom bulletin board with each name on a big star. The children will go with the teacher to the school library and help select books to be in the classroom library. Children will make a personal dictionary at school, to be kept at home, and will record five new words they learned from each reading book.

The students are to read a book, choose five new words from it, record in personal dictionary and bring back a slip that tells: (1) the name of the child, (2) name of the book, and signed by an adult or older brother or sister. Child returns slip and teacher records in teacher's handbook; the child places a star on the big star. (When children read 25 books they may take "Big Star" and "Special Reading Award" home. Then they are given a new star to start again.

C. Follow-Up Activity:

Students can: (1) Make oral reports once a week on favorite books read that week, (2) illustrate the favorite part of a book and put on the special bulletin board to motivate other children to read that book, (3) make paper bag puppet of favorite character, (4) bring back personal dictionaries and share new words with the teacher and other children.

EVALUATION PROCESS: Enthusiasm from students checking out more books, positive comments from students, positive comments from parents (I started this project in January and have had tremendous positive comments from parents), improvement of oral reading in basic reading class.

Submitted by: Carole Allen - Griffin Creek Elementary

Title of Project: Speak and Write Spelling Practice

Grade(s): 1st (or any level) Curriculum Area: Language Arts (Spelling)

Duration of Activity/Project: 15 minutes a day

OVERVIEW: The purpose of this activity is to increase the students' ability to spell through constant audio and visual presentation of words. Frequent practice in writing the words further augments the process.

TEACHER PREREQUISITES: Must be aware of the different learning modes and be flexible enough to use many of them. Also, an observation of the Distar or Morphographic method of teaching spelling would be helpful.

STUDENT PREREQUISITES: Must know how to write all letters of the alphabet. Must have knowledge that these letters form words. Should know when to use capital letters.

SETTING: The activity takes place in the classroom. Children work with a partner and speak softly so that only the partner can hear, thus creating a proper learning environment.

MATERIALS: Dolch spelling list.

PROCEDURE:

A. Getting Ready: Children get to choose a partner to help them.

B. Involvement in Activity:

Monday: Students are given a list of ten Dolch spelling words. Working in partners, one child sits at a desk and the other stands beside the desk with the spelling list. The child standing says the spelling word and then spells it aloud. The child at the desk writes the word while it is being spelled. The procedure continues until all ten words are are written. The children switch positions and go through the list again.

Tuesday: The children are handed a sheet with sentences containing blanks where the spelling words are to be filled in. Students again select a partner and work together completing the paper. When everyone is finished, the class pools answers.

Wednesday: Each child works individually. The teacher writes a word on the board and pronounces it. The children repeat the word, spell it aloud and say it again. They then write the word on their paper, spelling it aloud as they write. Lastly, they read it to themselves. This procedure is used with all ten words.

Thursday: A practice test of the ten words is given. When the test is completed, the children take out a crayon to correct any misspelled word. A child is chosen to say the first word and then write it on the board. If the students miss the word, they circle it and rewrite it correctly.

Friday: Test day. By this time the children are so familiar with the words that 95% of the class score 90% or better.

C. Follow-up Activities: Reading or writing of stories that involve the Dolch words.

EVALUATION PROCESS: The Friday test is part of the evaluating process. Additionally, the children should be able to recognize the words they have learned in other reading and the words should become a part of the students' daily speech. (A personal note: Before I used this method, I depended on the children to study the words at home. The results on weekly tests were that only 2% of the class scored 100% on the test; the rest usually scored 85% or below. Since using this method, the scores have improved remarkably, with all of the students scoring 80% or above.)

Submitted by: Debra L. Bennighof - Fruitdale Elementary

Title of Project: Forming Word Endings

Grade(s): 2nd Curriculum Area: Language Arts

Duration of Activity/Project: Ongoing--continual reinforcement necessary

OVERVIEW: Students will increase their ability to form word endings by applying rules for adding suffixes. (See attached sample cards.) The cards are designed for practice and reinforcement of word ending concepts already taught.

TEACHER PREREQUISITES: The teacher:

1. must already have taught (and post tested) the different rules for adding suffixes to base words.
2. must be able to identify those students who can work independently.
3. must explain and model how the cards are to be used. The teacher must also be certain that all vocabulary used on the cards is on the student's independent reading level.
4. must have a system set up whereby cards used by a designated student can be checked. For example, used cards can be kept in the student's individual assignment folder and checked daily by the teacher.

STUDENT PREREQUISITES: The student:

1. must know long and short vowel sounds and vowel digraphs.
2. must know most consonant blends and digraphs (as introduced in the first and second grade).
3. must know the meaning of any word to which he will be asked to add an inflectional ending.
4. should know that inflectional endings can alter the meaning of some words, such as: skin, skinning, skinned, skinner; (from noun to verb to adjective).

SETTING: The cards should be kept in an accessible file. Work can be done at a reading center or at the student's desk.

MATERIALS: Teacher-prepared cards, a dark crayon or a grease pencil, and a "wipe-off" cloth.

PROCEDURES:

A. Getting ready: After the teacher has introduced and modeled how the cards are used, she might slip it back into the file and say, "Now it's your turn; you pick a card and show me how to use it." If cards are to be chosen at random by the student, then the student might receive credit for the number of cards he has completed.

B. Involvement in Activity: The teacher may assign a student to work on the entire set of cards or may select specific cards, depending on the student's needs. There is no sequence of skills presented in the cards. More capable students can choose cards at random.

Working on the cards could be part of the student's daily reading, phonics or spelling lessons.

C. Follow-up Activities: Activities may include the addition of new cards to the file or presentation of "new" words listed on the board to which the student will add suffixes.

EVALUATION PROCESS: The best way to determine whether a student has strengthened his understanding of the different rules for adding suffixes is to give him new words (as suggested in Follow-up Activities) to which he/she will be asked to add suffixes.

Submitted by: Ruth Ann Tuttle - Fruitdale Elementary

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ADDING SUFFIXES

Word ending - ed

Base word - toast (has a long vowel digraph)

Base word + ed - toasted

Rule: Just add ed to base words with a long vowel digraph.

Sentence: I want a toasted-cheese sandwich for lunch.

Use toast in a sandwich:

Use toasted in a sandwich:

ADDING SUFFIXES

Word ending - er

Base word - short (ends with two consonants)

Base word + er = shorter

Rule: Just add er to base words ending with two or more consonants.

Sentence: My little sister is shorter than I.

Use short in a sentence:

Use shorter in a sentence:

ADDING SUFFIXES

Word ending - ing

Base word - dream (has a long vowel digraph)

Base word + ing - dreaming

Rule: Just add ing to words with a long vowel digraph.

Sentence: He is dreaming of a new bike.

Use dream in a sentence:

Use dreaming in a sentence:

Title of Project: Eager Beaver Club

Grade(s): 2nd Curriculum Area: Language Arts

Duration of Activity/Project: on-going; latter half of the year, giving children sufficient time to acquire the skills necessary to take part in this activity.

OVERVIEW: In individualizing the reading program in my second grade class, I found that the children often did not finish their work at the same time. In an effort to provide a creative use of their newly acquired skills in spelling, punctuation, and sentence formation, I have devised a writing club called the Eager Beaver Club. Through this activity I hope to reach the following goals: 1.) develop creative writing ability, 2.) reinforce newly acquired skills in spelling, punctuaion and sentence formation, 3.) build self-concept by providing practice in communication of ideas in front of peers, 4.) learn first steps in the democratic process of voting, 5.) refine childrens' awareness of what makes a good story.

TEACHER PREREQUISITES: Judgement as to whether or not the children have the ability to write stories on their own.

STUDENT PREREQUISITES: Initiative to finish their other work so they have time to take part. They need skills in making sentences, spelling and confidence to get up in front of the class to read their stories.

MATERIALS: Teacher-prepared story cards placed in a decorated shoe box labeled Fun Time for Eager Beavers. (One example of a story card is: Do you like funny stories? I just laugh whenever I think of an elephant fireman! Why don't you write a story about an elephant fireman? Or perhaps you would like to write about a giraffe window washer. Draw a picture about your story.) Sometimes the cards have small illustrations on them as a further motivation in starting the story.

SETTING: Regular classroom

PROCEDURES:

A. Getting ready: To get the students motivated, I usually start by telling them that they are such good workers they remind me of eager beavers and that I have something they might enjoy doing with their extra time. The idea of a club seems especially attractive to this age group. I explain the procedures and read a few cards to stimulate their thinking. I also tell them if they have a story idea that is not on a card, to go right ahead with it.

B. Involvement in Activity: When the students finish their reading assignment, they can go to the Eager Beaver box which contains 25 cards with stimulating ideas for stories. They choose a card they would like to write about, take it to their desks and write their stories. They may write as many stories throughout the week as they wish.

On Friday we have a special time for Eager Beaver Club. We elect a chairman to preside over the meeting. He/she will call on children who wish to read their stories. When everyone is finished, I usually give a quick review of the stories that were read. We then vote on a favorite story and post it on the bulletin board under the special label of "Story of the Week."

The routine of choosing a new chairman each week and voting weekly for a favorite story really keeps the children involved.

C. Follow-up Activity: A short discussion is held each week as to why the favorite story was chosen. Another follow-up activity is to have an aide or parent type up the stories and give each child a copy. A booklet could be made titled the "Stories of the Week."

EVALUATION PROCESS: My main evaluation of this activity is very subjective as creativity and awareness are hard to measure. I also check on improvement in spelling, punctuation and self expression. I feel if the children are enthusiastic and eager to participate, the activity is successful. I have used this program for several years, and whenever I tell the children that I can hardly wait to hear their good stories, their stories do get better and their skills improve.

Submitted by: Jackie Graber - Wilson Elementary

Title of Project: Contractions, Their Formation and Usage

Grade(s): Second

Curriculum Area: Language Arts/ English

Duration of Activity/Project: Practice in this skill should be continual

OVERVIEW: The student will read a card illustrating the formation and usage of a specific contraction. The student will then demonstrate in writing on the card that he/she can form the same contraction. On the back of the card, the student will write the contraction in an original sentence. The underlying objective is that the students be given sufficient practice in writing and using contractions so that they can use them correctly in other writing activities.

TEACHER PREREQUISITES: The teacher:

1. must have already taught the concept and formation of contractions.
2. must be able to identify those students who can work successfully and independently on a practice skill such as this.
3. must allow time to demonstrate how the cards are to be used.
4. must be certain that all vocabulary used on the cards--with the exception of specialized items which are explained fully to the student--is at the student's independent reading level.
5. must have a system set up whereby cards used by a student can be checked. For example, used cards can be kept in the student's individual assignment folder which is checked daily by the teacher.

STUDENT PREREQUISITES: The student must understand what a contraction is; must be able to read all words presented in the "card-lessons."

SETTING: The cards should be kept in an accessible card file. Work can be done at a reading center or at the student's seat.

MATERIALS: Teacher-prepared cards, a dark crayon or a grease pencil and a "wipe-off" cloth.

PROCEDURES:

A. Getting Ready: After the teacher has introduced and modeled the cards, she might say, "Now it's your turn; you pick a card and show me how to use it." If cards are to be chosen at random by the student, then the student might receive credit for the number of cards completed.

B. Involvement in Activity: Working on the cards could be part of the student's daily reading, phonics or spelling lessons.

C. Follow-up Activities: Since this is already a "follow-up" activity, it could be supplemented with the following to produce variety:

1. Matching - match two word combination with its contraction:

it is	you're
they are	you'll
you are	I'm
you will	it's
I am	they're

2. Sentence completion: Change the underlined words to a contraction:

"We are going to eat dinner now."

3. Board list: Change list of word combinations to contractions.

4. Board list: Change list of contractions to their two word combinations.

EVALUATION PROCESS: As suggested above in Follow-up Activities #3 and #4, I would keep the evaluation of this skill simple, yet comprehensive.

Submitted by: Ruth Ann Tuttle - Fruitdale Elementary

SAMPLE CARDS

CONTRACTIONS

There is = there is = there's

1. There is some cake left for you.
2. There's some cake left for you.

Change there is to a contraction: ________________

Now it's your turn:

1. Use there is in a sentence:
2. Now use there's in the same sentence:

CONTRACTIONS

was not = was not = wasn't

1. She was not able to come.
2. She wasn't able to come.

Change was not to a contraction: ________________

Now it's your turn:

1. Use was not in your own sentence:
2. Now use wasn't in your sentence:

CONTRACTIONS

does not = does not = doesn't

1. The dog does not like bones.
2. The dog doesn't like bones.

Change does not to a contraction: ____________________

Now it's your turn:

1. Use does not in a sentence:
2. Now use doesn't in a sentence:

Title of Project: Homonyms: Their Distinction and Usage
Grade(s): 2nd Curriculum Area: Language Arts/ English
Duration of Activity/Project: Practice in this skill could be continued as long as it takes for a student to recognize and use the words correctly.

OVERVIEW: Students will read homonyms on a card and examples of their usage. Then, students will use the homonym in the correct context in his/her own sentence written on the same card. (See next page)

These cards are designed as an independent practice and reinforcement activity to be used only after the concept of homonyms has been taught. Since these words are often confused and misused, many follow-up practices in usage are necessary.

TEACHER PREREQUISITES: The teacher:

1. must have already presented and discussed with the students several different homonyms (as suggested by the reading text).
2. must be able to identify those students who can work successfully and independently on a practice activity such as this.
3. must allow time to explain and model how the cards are to be used. The teacher must also review with the student all "specialized terms" used on the cards. The teacher must be certain that all vocabulary used--with the exception of specialized terms which are explained completely to the student--is at the student's independent reading level.
4. must have a system set up whereby cards used by a student can be checked. For example, "used cards" can be kept in the student's individual assignment folder which is checked daily by the teacher.

STUDENT PREREQUISITES: The student:

1. must be able to read, on sight, all homonyms presented on the cards.
2. must be able to read all words presented in "card-lessons."
3. must have already completed some form of placement testing on homonyms.

SETTING: The cards should be kept in an accessible file. Work can be done at a reading center or at the student's desk.

MATERIALS: Teacher-prepared cards, dark crayon or grease pencil, wipe-off cloth.

PRECEDURES:

A. Getting Ready: After the teacher has demonstrated how the cards are used, she might say, "Now it's your turn. You pick a card and show me how to use it." If cards are to be chosen at random by the student, then the student might receive credit for the number of cards he/she has completed.

B. Involvement in Activity: Working on the cards could be part of the student's daily reading, phonics or spelling lessons.

C. Follow-up Activities: Since this is already a "follow-up" activity, it could be supplemented with the following to provide diversity:

1. Matching exercises. For example:

ring	to twist
knot	something you wear on your finger
wring	you do this at a store
buy	you can tie one in a rope
bye	you say this when you leave
etc.	

2. Sentence completion:

a. What did you _____ at the store? (by, buy, bye)
b. I walked _____ the yellow house. (by, buy, bye)
c. Tom said "Good-____" when he left. (by, buy, bye)

3. List homonyms on the board; have the students use them in their own sentences.

EVALUATION PROCESS: As suggested in the follow-up activities, #2 and #3, I would have the students fill in the correct homonym or use the homonyms correctly in their own sentences.

SUBMITTED BY: Ruth Ann Tuttle - Fruitdale Elementary

CONTINUED NEXT PAGE

HOMONYMS

NOT

1. I will not be able to come with you.
2. The mail will not be delivered today.

KNOT

1. Tom has a knot in his shoe lace.
2. The rope has a knot to swing on.

NOW IT'S YOUR TURN

1. Use not in your own sentence:
2. Use knot in your own sentence:

HOMONYMS

NO

1. There were no children out in the rain.
2. Her mother said, "No, you cannot go!"

KNOW

1. Do you know all your spelling words?
2. I know most of the boys on our team.

NOW IT'S YOUR TURN

1. Use no in your own sentence:
2. Use know in your own sentence:

HOMONYMS

RING

1. Did you hear the phone ring?
2. The queen wore a diamond ring.
3. Draw a ring around the right word.

WRING

1. Help me wring out this wet towel.
2. Wring the water out of the sponge.
3. When she's nervous, she wrings her hands.

NOW IT'S YOUR TURN:

1. Use ring in your own sentence:
2. Use wring in your own sentence:

Title of Project: Individual Penmanship Booklets
Grade(s): second Curriculum Area: Language Arts
Duration of Activity/Project: not before second nine-week period to allow review for correct formation of letters

OVERVIEW: Children will make individual penmanship booklets. This activity is designed to accomplish the following goals:

1.) to provide an interesting and non-repetitive manner for students to practice penmanship.
2.) to develop in the students a sense of pride for work well done.
3.) to develop the students' ability to evaluate their own work.
4.) to provide the teacher an opportunity to help individuals having trouble.

TEACHER PREREQUISITES: Teachers must know the correct formation of all letters and be able to provide special attention to lef-handed students.

STUDENT PREREQUISITES: Should know how to read.

SETTING: Classroom.

MATERIALS: 1.) Copy books for each child. Books can be made of railroad board fastened together with large rings. Books can be made in the shape of an animal or other point of interest of the child. Good ideas for content of copy books are poems, jump rope jingles, unusual facts about animals, or facts from the Guiness Book of World Records. It is ideal for books to be constructed in such a way that they can be stood upright on the student's desk. If books cannot stand, holders should be provided.

2.) Penmanship paper of appropriate size and line heighth. Paper can be cut to the shape of the book and stapled to it.

3.) Construction paper for exterior of booklets.

PROCEDURES:

A. Getting ready:	Children should be encouraged to make their booklets neat and attractive so that they may keep them for a long time. The teacher may wish to show students sample copy books, explaining that they will be able to illustrate their own booklets.
B. Involvement in Activity:	As children complete a book, the books can be shown to the class to motivate dawdlers. After all children have a few books completed, a class display could be set up in a central location to be viewed and admired by the whole school.
C. Follow-up Activity:	This activity provides a lot of practice in penmanship and gives tangible results for children to keep as proof of their improving ability. It also can be used as a means of self-evaluation.

EVALUATION: Both teacher and student should evaluate the quality of penmanship in the student's booklet.

Submitted by: Jackie Graber - Wilson Elementary

Title of Project: Motivation for Independent Reading

Grade(s): 2 (adaptable for other elementary grades) Curriculum Area: Language Arts (Reading)

Duration of Activity/Project: Ongoing--can use for awhile, put away and do again later

OVERVIEW: Students will be reading for personal enjoyment plus developing and reinforcing vocabulary, reading, and thinking skills.

TEACHER PREREQUISITES: Be aware of student interests*, and books available on these subjects.

STUDENT PREREQUISITES: Have enough basic reading skills and sight vocabulary to be able to comprehend the library books.

SETTING: Classroom; a station - mini center.

MATERIALS: Decorated boxes, books, F.S., games, related to a particular person, animal or topic.

PROCEDURES:

A. Getting Ready: Teacher takes a survey of children's favorite topics. Choose three to start with. Get library books, filmstrips and games relating to the theme. Decorate a box using the theme motif. With much enthusiasm, explain to the children when and how they use the treasure!

B. Involvement in Activity: Children read their choice of the books* (at least 5) and do the following activities listed on a decorated card: I. Choose two books: Which did you enjoy most? Why? What was the main idea of each book? How are they different? Which illustrations interested you the most? Describe the illustrations.
II. Choose any book in the box: 1) Write title and author. Then illustrate the main idea. 2) Find as many word twins as you can.
3) List the characters' names. Number them in ABC order. 4) Describe the characters. 5) Write a new exciting ending to the book.
6) Make mobile or finger puppets of the book. Use puppets to retell the story to the class. This list can be extended as new ideas come to mind.
III. After doing I and II, the children enjoy the filmstrips- (viewed individually in small F.S. viewer) and the games.

C. Follow-up Activity: After using my boxes for awhile, the children made their own.

EVALUATION PROCESS: The children were so excited to make their own boxes and several originated new activities for readers of their books. Motivation remains high because they trade boxes and read books of their interest. Reading makes better readers and that's what this activity does!

*Class Survey	
Adventure Stories	7
Fairy Tales	10
Real People Books	1
Nature Stories	2
How to Make and Do Book	2

Submitted by: Jeri Curzon - Griffin Creek School

Title of Project: Individualized Spelling

Grade(s): 2nd (can be adapted to other grades)

Curriculum Area: Language Arts

Duration of Activity/Project: depends on how long student-interest is sustained

OVERVIEW: The students will progress at their own rate in spelling, working towards the following goals:

1.) learning words on their own grade list, and where an individual's ability permits, proceeding to words on the next grade list.
2.) imporving vocabulary.
3.) practicing writing sentences.
4.) using new skills in creative writing.

TEACHER PREREQUISITES: Knowledge of words this age group should learn; efficient method of record keeping; efficient method of testing students individually; ability to instruct aides.

STUDENT PREREQUISITES: Ability to work independently.

SETTING: Classroom.

MATERIALS: Spelling lists appropriate for a wide span of student ability; folders for each child.

PROCEDURES:

A. Getting Ready: Explain to the students that they will work on their own individual lists derived from words missed on pre-tests. Then give the class a pre-test made up of words from first, second and third grade lists. (Testing takes about a week with twenty or twenty-five words dictated each day.)

B. Involvement in Activity: A master list is run off and stapled inside each child's folder with any missed words circled. The child then chooses any five words missed, copies them correctly, and has the teacher or aide approve his list.

The child then uses each word in a separate sentence and has the sentences approved by the teacher or aide. This step is repeated with the student making up five more sentences--one for each word.

The student then finds a friend to give him a test on the words and correct his paper. If any words are incorrect, he finds another friend who gives him a test, corrects the work and signs his name.

The student then takes his paper to the teacher who puts a date by the words circled on the master list, showing the student has mastered these words. If the child has missed a word, he may choose an alternate practice and then be tested again. When a student has learned all circled words, he is given a new pre-test at a higher level and begins the process again.

Note: It is absolutely necessary to have at least one parent or aide in order for this program to be effective. It would be more advantageous if there were two helpers, as each student must have his work checked as soon as he completes each step in the assignment.

C. Follow-up Activity: One of the best ways to keep enthusiasm high for this activity is to note the students' progress on a classroom chart. Also, at least one day a week should be provided for spelling games, film strips, or some spelling practice that is not as intense as their regular work.

EVALUATION PROCESS: Results are measured by SAT scores, better spelling in other subjects, and by year-end tests.

Submitted by: Jackie Graber - Wilson Elementary

Title of Project: Individualized Spelling

Grade(s): Second (or any grade) **Curriculum Area:** Language Arts (Spelling)

Duration of Activity/Project: On-going-can be used all year long.

OVERVIEW: Student will be learning to spell words, increasing his spelling vocabulary and skills.

TEACHER PREREQUISITES: Must know rules of spelling. Must know abilities of students so as to properly place them with spelling lists of graduated difficulty.

STUDENT PREREQUISITES: Must have basic phonetic skills i.e. - short vowels, blends, initial and final consonants. (This program can be used to help teach long vowels.)

SETTING: Classroom.

MATERIALS: Lists of spelling words (see attached); Dolch lists; teacher made lists (i.e. phonetic skills, holidays, important people, monthly events, words related to S.S. unit); student made lists (words they want to learn to spell); personal dictionaries; games (Dial 'n' Spell, Spill 'n' Spell, Scrabble); Tapes-Lakeshore Learning Lab (Basic Spelling Skills); stick spelling materials (idea from SORD class); paper, pencil, folder for each child.

PROCEDURES:

A. Getting Ready:

Children love to have their own folders and to progress from one list to another. For each list completed, put a star or cute sticker on folder with a brief description of word list. Relates directly to Creative Writing - motivation has remained high as they increase spelling vocabulary.

B. Involvement in Activity:

1) Give pretest in relaxed atmosphere; 2) Check (✓) the words missed on their list and write word correctly on their paper; 3) Student is to take list home on Monday, and study words missed for test on Friday; 4) Class activities to help learn words:

a. Write words in sentences
b. Write words on chalkboard
c. Spelling bees
d. Clap syllables and discuss words phonetically
e. Put words in A-B-C order
f. Work with buddy: give words to each other, write words in air, write word on buddy's hand and guess word
g. Use tapes, games, stick spelling

5) Friday post test: star words spelled correctly, circle those missed (these will be review words until spelled correctly); 6) Occasionally have a review list of words missed on previous tests.

C. Follow-up Activity:

The post test can be used as a follow-up and constant reinforcement.

EVALUATION PROCESS: Children should spell with increased proficiency evidenced in their sentences, paragraphs and in creative writing.

Submitted by: Jeri Curzon - Griffin Creek School

Individualized Spelling
Words

☐☐ about
☐☐ account
☐☐ advise
☐☐ after
☐☐ again
☐☐ against
☐☐ ago
☐☐ almost
☐☐ also
☐☐ always
☐☐ American
☐☐ amount
☐☐ another
☐☐ any
☐☐ around
☐☐ asked
☐☐ attention
☐☐ away
☐☐ because
☐☐ been
☐☐ before
☐☐ being
☐☐ believe
☐☐ best
☐☐ better
☐☐ between
☐☐ business
☐☐ called
☐☐ cannot
☐☐ check
☐☐ city
☐☐ company
☐☐ copy
☐☐ could
☐☐ course
☐☐ credit

Words I Want To Learn

☐☐ ____________
☐☐ ____________
☐☐ ____________
☐☐ ____________
☐☐ ____________
☐☐ ____________
☐☐ ____________
☐☐ ____________
☐☐ ____________
☐☐ ____________
☐☐ ____________
☐☐ ____________
☐☐ ____________

Rules are tools ★
Which we all need
Follow me carefully
And you'll take the lead

1. hop - V̆C - if you have a baseword with a short vowel followed by one consonant - double that consonant and add ed, ing, er, est.

hop-hopped-hopping
big - bigger - biggest

2. jump - V̆CC - if you have a baseword with a short vowel followed by 2 or more consonants, just add ed, er, ing, est

jump jumped, jumping
smart smarter, smartest

3. hope - V̄C e("sh") If you have a word with a silent 'e' drop the 'e' and add ed or ing

hope, hoping, hoped

Title of Project: Martian Word Stories

Grade(s): 2 and 3rd Curriculum Area: Language Arts (Creative Writing)

Duration of Activity/Project: 2 days

OVERVIEW: Students will choose a phonics rule previously learned. Example: "When two vowels go walking, the first does the talking." They will make up a word using the rule. Example: maitrop. They will then write a story centered around their martian word. It must be described so well that when they read it to the rest of the class, a visual picture of the word will have been presented. They will learn how to use a phonics rule, write a story, and be involved in a follow up activity using alphabetizing.

TEACHER PREREQUISITES: You must have taught the children various phonics rules and sounds. Instruct students on story writing. Instruct students on correct usage of punctuation, capitalization and sentence structure.

STUDENT PREREQUISITES: The student must know a phonics rule. The student must have had experience in creative writing and sentence structure.

SETTING: Classroom

MATERIALS: Paper, pencil

PROCEDURES:

A. Getting Ready:	Discuss what martian words are. Review previous phonics rules. It's easier to start with only 2 or 3 rules the first time. Tell them they will be authors of new words.
B. Involvement in Activity:	Students will choose a rule and write a story. Give examples so they will have an idea of what to do. Humorous examples usually go over the best. Students will turn their stories in or read their stories to the teacher to see if corrections in sentence structure, etc. need to be made before reading their story orally to the rest of the class.
C. Follow-up Activity:	Students make a class dictionary of martian words together. The words will be alphabetized.

EVALUATION PROCESS: Students are asked to read the list of new dictionary martian words individually. If the words are pronounced correctly they know the phonics rules.

Submitted by: Patricia Allsup - Madrona Elementary

Title of Project: Writing a Daily Log

Grade(s): 2nd - 12th   Curriculum Area: Language Arts

Duration of Activity/Project: This can be a year long project where children are required to write a paragraph or more each day for 20 minutes or more.

OVERVIEW: Students will improve their ability to formulate ideas, write in complete sentences and develop cohesive paragraphs.

TEACHER PREREQUISITES: Teacher must be able to teach how to write a complete sentence and how to structure a paragraph.

STUDENT PREREQUISITES: Students must know how to read and write.

SETTING: Classroom

MATERIALS: Spiral notebook for writing (purchased by each student).

PROCEDURES:

A. Getting Ready: Children only need to be motivated in the beginning. I usually read some things I wrote when I was in grade school and tell them how I enjoy remembering what I did as a child and how I wish I had written more. Then I write in marking pen on their notebooks, "Writing 1979-1980." This seems to make it official.

B. Involvement in Activity: This assignment is usually the first one of the day and students write for about twenty minutes while I am taking attendance, etc. The children then bring their notebooks to me, or I go around to their desks to check their logs. Usually they write how they feel, giving me an indication as to how their day might go. Also, I have the chance to personally encourage each child at the beginning of the day.

After checking over their notebooks and pointing out some improvements which may need to be made, I collect their notebooks.

C. Follow-up Activity: During parent conferences, I show notebooks to the parents, faithfully promising their child will be able to bring it home at the end of the year.

EVALUATION PROCESS: I am now in my third year of using this project because
a.) it has increased my students' enjoyment in writing
b.) it provides contact with students
c.) it provides excellent positive parent reaction.

Submitted by: Jan Struk - Sams Valley Elementary

Title of Project: Individualizing the Curriculum: Using Contracts

Grade(s): Grades 3 - 6 (Can be adapted to almost any grade level.) Curriculum Area: Language Arts (adaptable to any subject)

Duration of Activity/Project: Varies, depending on specifications of contract

OVERVIEW: Each child has individual needs and likes to be treated as a unique person. By initiating personal contracts, children and teachers can negotiate how to meet individual needs.

TEACHER PREREQUISITES: Willingness to meet and confer individually with each student several times during projects; patience; flexibility; a sense of humor; a willingness to negotiate and renegotiate if necessary.

STUDENT PREREQUISITES: Ability to assess needs and willingness to negotiate a contract with the teacher.

SETTING: The contract is to be written, witnessed, and signed in the classroom. A record of each contract is to be kept in the gradebook with anticipated date of completion.

MATERIALS: Contract forms and achievement awards. (See attachments.)

PROCEDURES:

A. Getting Ready: At the beginning of the week discuss with the class as a whole the kinds of individual objectives and goals they might think about setting. Talk about subject matter you will be covering in class and suggest kinds of assignments/activities the students might wish to include in their contracts. Tell the class you will attempt to meet with each student individually by Friday afternoon to help them complete their contracts.

B. Involvement in Activity: During individual conferences, discuss the student's assessment of strengths and weaknesses. Try to get the students to suggest what they'd like to work on. Together, negotiate the subject, time allotment and options of positive reinforcement.

C. Follow-up Activity: Try to meet with the children at least once a week to rate their progress. If the contract is not being kept, require the student to submit a written explanation, sign it and send it home for the parents to read and sign.

Here are some examples of contracts written by my students to meet their individual needs:

1. A physically handicapped child who could print only in a shaky way wanted to write in cursive (as my other fourth graders were doing). Her contract specified that she would attempt to write legibly a short penmanship paragraph in cursive for five days.
2. A child who had difficulty with addition and subtraction facts stated in his contract that he would work with flash cards in both addition and subtraction. He further agreed he would learn them with a 90% accuracy by a given date.
3. A child who needed extra work in reading agreed to read three books within a month's time. She agreed to give an oral report on each book to an aide or myself showing she comprehended what she read. As reinforcement, she chose to stay after school to help me and then have me take her home.
4. A gifted student decided to complete a math enrichment chapter on metrics and various "brainteasers." His reward was to spend a day at the computer center of Jackson County where he would receive "hands on" experience with the computer.

EVALUATION PROCESS: The children were very enthusiastic about the contracts. They liked the idea of having a witness (a friend chosen by the student) co-sign the contract, actually fulfilling the contract and receiving the anticipated reinforcement. During conferences, parents were very supportive and pleased with the results of the contracts.

Submitted by: Jan Struk, Sams Valley Elementary

CONTINUED NEXT PAGE

CONTRACT

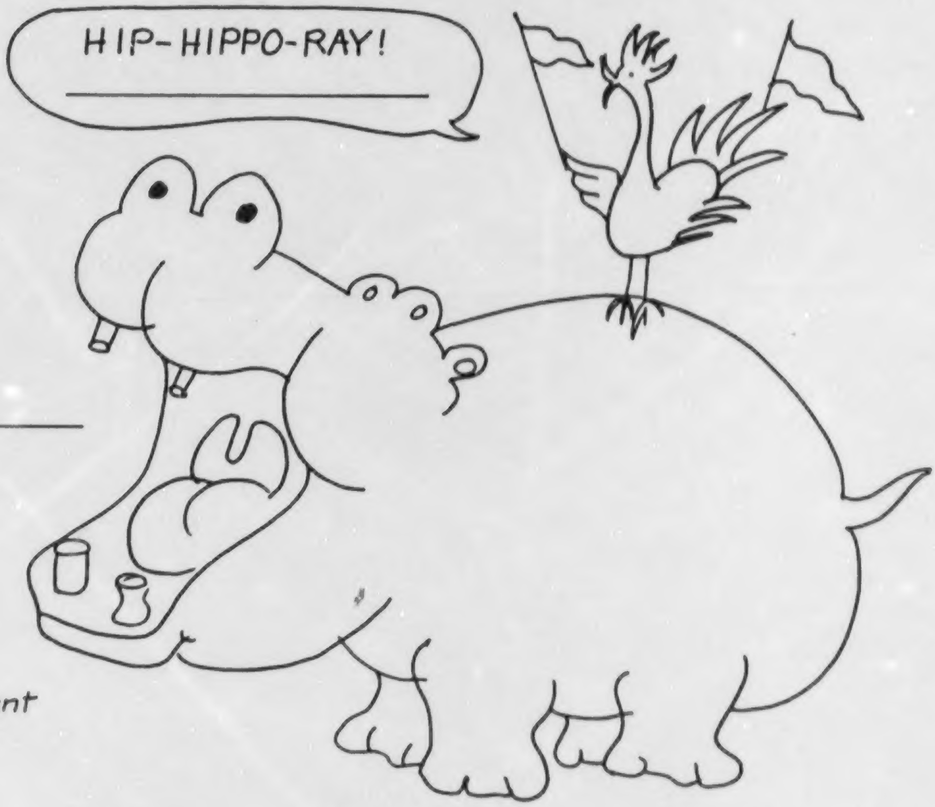
I've got an offer you can't refuse.

If you complete an outline, 3-5 page report, map and bibliography of Maine by April 22

Then you will receive an achievement award and a 15 minute free time with a friend.

Date ____________ Student ____________

Witness ____________ Teacher ____________



has earned this

achievement award

for ____________

That's no

small accomplishment

ACHIEVEMENT AWARD

Title of Project: Using the Newspaper to Individualize Instruction
Grade(s): 3 - 12 Curriculum Area: Language Arts Adaptable to many
Duration of Activity/Project: This can be a one-time, daily, weekly or monthly lesson.

OVERVIEW: By using the newspaper as a reading, language arts, math, science, or social studies tool, students can use an adult medium which deals with reality--what's happening here and now. Motivation for reading and discussion are already present. Through the V.E.C. program, I received enough copies of the Medford Mail Tribune for each of my students for two weeks.

TEACHER PREREQUISITES: Many of my ideas for using the newspaper came from the V.E.C. workshop which is offered each year by the newspaper. Although not a necessity to successful teaching, it was great preparation for the kinds of things I taught.

In order to use the newspaper as a tool, a teacher must be sensitive to the unique individual needs of each student. A teacher must be versatile and tolerant of the fact that all children will not automatically turn to the editorial page, fine arts section, etc., but may first turn only to the comics, pictures, or ads.

STUDENT PREREQUISITES: It may be appropriate to review the different sections of a newspaper so students know sequence and content.

SETTING: Regular classroom.

MATERIALS: Paper, pencils, newspapers.

PROCEDURES:

A. Getting ready:

After passing out the first day's newspapers, instruct children to browse and find at least two things that they find of personal interest. After about fifteen minutes of browsing, ask each child to direct the class to something he or she found interesting.

B. Involvement in Activity:

Hand out the following worksheet to go along with newspapers: (used in my 4th grade with reading levels ranging from grade 1.5 to 10.9).

1. The main title or headline on the front page is:
2. Three or more of the "News Briefs" are:
3. An article I read that was of interest to me was:
4. The weather forecast for today and tonight is:
5. There are ____ births listed.
6. _______ people died.
7. Some pets or animals (livestock) listed for sale are:
8. A store that is having a sale is:

For a language arts lesson, I assigned a comic strip to each "committee" of two or three students. I made sure each group had a writer, editor, and reader. They were given directions to read and write what happened in their own words.

Children created a list of questions that could be used as guidelines if they wanted to place an ad in the paper. For example:

1. What would you like to sell?
2. Why would someone like to buy it?
3. What does the buyer need to know about your merchandise?
4. How can you make your item desirable for sale?
5. Who do you think would like to buy your item?

C. Follow-Up Activity:

Divide the class into small groups so students can help each other write their ads. Later the whole class shares what is accomplished.

EVALUATION PROCESS: I plan to incorporate the newspaper even more in my individualized curriculum next year. It was great to see the students look forward to lessons with the newspaper. One day, as an experiment, we used the newspaper for a math lesson--students were given an imaginary amount of money to spend for commodities. We also used the newspaper as a social studies lesson with a corresponding map lesson, and a creative writing lesson where children wrote letters to the editor. One of the reasons I am enthusiastic about this use of media is because it can be used individually with the benefit of total class participation.

Submitted by: Jan Struk - Sams Valley Elementary

Title of Project: Individualized English

Grade(s): 4th Curriculum Area: Language Arts/ English

Duration of Activity/Project: One school year

OVERVIEW: Students will increase their basic knowledge of various English skills by doing worksheets. All students will attain a strong 4th or 5th grade level of achievement.

TEACHER PREREQUISITES: Knowledge of the English curriculum in students' school district and individual school.

STUDENT PREREQUISITES: Completion of a 3rd grade language arts program.

SETTING: Classroom

MATERIALS: You will need an English file consisting of purchased or teacher-made dittos, supplementary workbook pages or other related materials. Various areas covered in your file could be: nouns, pronouns, adjectives, adverbs, subject-predicate, capitals, antonyms, synonyms, homophones, letter writing, outlining, alphabetizing, glossary, dictionary, etc. Each area should have at least three levels ranging from easiest (3rd grade) to hardest (5th grade). Each level is color coded when the worksheets are run off. For example, the easiest level would be run off on yellow paper, the next level on pink paper, and the hardest level on blue paper.

PROCEDURES:

A. Getting Ready:	Review 3rd grade curriculum using easiest worksheets; some children will be ready to move on and some will stay in the easiest level longer.
B. Involvement in Activity:	The children will proceed through each level at their own pace.
C. Follow-Up Activity:	The teacher should design and give a test covering all learning at each level to be taken as child completes the level.

EVALUATION PROCESS: The teacher should design and give a nine weeks test that covers all levels and areas the children are currently working on. At the end of the second nine weeks, another test should be designed to cover all learning during both nine weeks. This would continue until the entire year is tested.

Submitted by: Betty Barss - Griffin Creek Elementary

Title of Project: Bookworm
Grade(s): 4th Curriculum Area: Language Arts (Reading)
Duration of Activity/Project: To be determined by students and the teacher

OVERVIEW: The students will read books and give book reports. Upon completion of the report, the students will get their names on a segment of the bookworm. The students love seeing their name up on the wall and their trips to the library become much more meaningful. They spend their library time looking for a good book and they all leave the library with a book in hand which will be read.

TEACHER PREREQUISITES: In the beginning, some patience and time. The book reports can be somewhat long and involved until the children get used to giving their reports.

STUDENT PREREQUISITES: Students should be able to read--even easy books can qualify.

SETTING: Any classroom will do

MATERIALS: Preferably a library or someplace where books are accessible to the children. Paper is needed to be used for making the segments of the bookworm.

PROCEDURES:

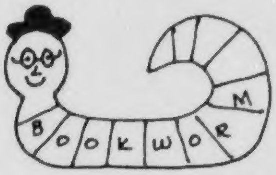
A. Getting Ready: Making the weekly trips to the library more meaningful is usually motivation enough for the children. As previously mentioned, the teacher does need to give the students lots of his/her free time. Oral book reports seem to be easiest for the kids at first. Then as they get used to giving book reports most of them can start doing written reports. Also, as the project gets well underway, the teacher can begin to adjust requirements for individual children--they don't seem to mind and it frees the teacher a lot.

B. Involvement in Activity: The children seem to motivate each other--they love to see their bookworm grow! One thing which I do is reward them when everyone has their name on a segment. I've done this as a surprise and it was great fun!

C. Follow-up Activity: Some of my children wanted to go to the public library because our library didn't have enough books. A class field trip can be arranged and is certainly a great learning experience.

EVALUATION PROCESS: The children's interest in books is a good indication whether or not the project is successful. My class had the bookworm going around the room, they couldn't wait to show their parents every visit and kids from other classes were always coming in to check our bookworm. They had so many segments, the children kept a running count on the blackboard which changed almost daily. There were times I couldn't keep up with the kids and their reports.

Submitted by: Jane Boening - Jacksonville Elementary



Title of Project: Reading from the Newspaper

Grade(s): 4th grade Curriculum Area: Language Arts (Reading)

Duration of Activity/Project: This activity should take from 30 to 45 minutes depending upon the number of students participating.

OVERVIEW: Students will select an article from a current newspaper to read to the class. Benefits include improvements in reading and listening skills, vocabulary development, a broadened interest base and increased store of general information.

TEACHER PREREQUISITES: A working knowledge of questioning strategies and understanding levels of reading comprehension is necessary. The teacher should ask questions which elicit specific recall and inferences. The teacher should continuously evaluate the levels of comprehension.

STUDENT PREREQUISITES: The student must be able, after a little practice, to read the article orally. He must be able to select an article of interest to himself from the newspaper.

SETTING: This is a classroom exercise.

MATERIALS: Some students will not have access to a newspaper at home, so one must be provided through the school library, or the teacher can bring some recent copies from home.

PROCEDURES:

A. Getting Ready:	Any article the student is interested in is acceptable--from the comic strip to Erma Bombeck, to feature items, to raw news.
B. Involvement in Activity:	If the article is long, have the student read just the first few paragraphs. No student should have to read for over a minute.
C. Follow-up Activity:	After reading, the studentsor teacher can ask questions of the listeners.

EVALUATION: If students are able to discuss current events with more authority or share interesting news items through show 'n tell, then it is assumed they are reading the newspaper at home. Since I consider it my job to get them interested in reading, these will be indicators of success.

Submitted by: Dennis White - Madrona Elementary

Title of Project: Daily Diary

Grade(s): Fourth Curriculum Area: Language Arts/ Writing

Duration of Activity / Project: This activity can be as long or as short as the teacher and students want to make it. If the interest remains high, the students may want to continue it throughout the year or they may just want to make it a nine weeks project.

OVERVIEW: The students will be writing in their diary sometime each day. Their diary will be the means to share their feelings about anything at all. It might be something which happened at school or at home; it might be good or bad - happy or sad. I think the fewer requirements the better-in that way the students won't feel restricted and will really have something all their own. By writing in their diaries, their writing skills English skills, spelling skills and thought processes will be reinforced daily in a way which might be fun.

TEACHER PREREQUISITES: None. The teacher needs to give lots of positive reinforcement.

STUDENT PREREQUISITES: The students should be able to write or print and have some ability to convey ideas on paper. Sentence structure and spelling skills should improve as the project continues.

SETTING: The students would write in their diaries each day at school. At the beginning of this project it would probably be a good idea to set aside a special time each day to write in their diaries. That way everyone is writing at the same time. Special help can be given and a routine can be established for those who desire it. As the diary project progresses, the students can write in their diaries whenever they have free time and have feelings they want to express.

MATERIALS: A pen or pencil and a notebook (either homemade or store bought). Some children may want to have a dictionary on hand to help with spelling.

PROCEDURES:

A. Getting Ready: I think the idea of a special private diary all their own will be an incentive for most students. Others may need some encouragement to write, but often with children this age sharing their feelings aloud will provide motivation and get the wheels turning. Some students may want more direction and certainly suggestions should be given. Perhaps they could write about something good that happened during the day --write about a favorite pet--what they'd like to be when they grow up. Even if the children write only one or two sentences - at least it's a beginning.

B. Involvement in Activity: As stated before, I think a special time set aside each day for writing in diaries is important. Because so many things happen each day, I don't think the children will ever run out of things to write. The children may even want to share their diaries with their moms and dads during open house or conferences. That would be great!

C. Follow-up Activity: Once the students feel good about writing, they can expand their skills and begin to do some creative writing.

EVALUATION PROCESS: The children's enthusiasm and how they react to the project will give an indication of its success. I would hope to see improvement in writing, English and spelling skills. I would also hope to see the students writing in their diaries more than just during the special writing time.

Submitted by: Jane Boening - Jacksonville Elementary

Title of Project: Individualizing Instruction

Grade(s): Fourth Curriculum Area: Language Arts/ Writing

Duration of Activity/Project: A 20-minute writing period one day of the week with a few minutes each day devoted to Student of the Week.

OVERVIEW: This is mainly a friendly letter writing project with a definite audience. It is also an exercise in positive reinforcement and building self-esteem.

TEACHER PREREQUISITES: The teacher needs to prepare a place to display the student's picture and story. The teacher must plan time for assembling the book at the end of the week.

STUDENT PREREQUISITES: The student needs to be able to write and must also know the Student of the Week.

SETTING: Classroom

MATERIALS: Polaroid camera, notebook or handwriting paper.

PROCEDURES:

A. Getting Ready:	One student is chosen as Student of the Week. This can be done by birthdays or just by drawing a name. That person's picture is taken and displayed. He or she must write a short story about himself which is displayed with the picture. The other students in the class are to remember the Student of the Week during the week in various ways.
B. Involvement in Activity:	At the end of the week, each student writes a letter to the Student of the Week. This is a very practical application of writing a friendly letter. The students must follow the form for a friendly letter and keep what they say positive but I do not correct the letters for errors in mechanics. They learn very quickly that their own classmates are a very critical audience and make suprisingly few errors.
C. Follow-up Activity:	At the end of the week, the letters from the class along with a letter from the teacher, the photo, and the autobiography are assembled into a book which the Student of the Week keeps.

EVALUATION PROCESS: The only evaluation of the student letters is by their classmates when they read them. Autobiographies are gone over by the Student of the Week and the teacher, to correct mechanics and spelling before they are displayed.

Submitted by: Sara Brooks - Patrick Elementary

Title of Project: English Without a Book

Grade(s): 4th - remedial reading Curriculum Area: Language Arts

Duration of Activity/Project: One to three times per week, 15 to 30 minutes each

OVERVIEW: Students will learn penmanship, capitalization, punctuation, sentence and paragraph structure, grammar, proofreading, spelling and vocabulary development through creative writing.

TEACHER PREREQUISITES: A basic knowledge of English skills mentioned above and patience to correct the same error one more time than the student is willing to make it.

STUDENT PREREQUISITES: Students need a basic English vocabulary and some simple spelling and penmanship skills.

SETTING: This activity takes place in the classroom, but is ideal for the student who requests some homework while on a trip.

MATERIALS: The only materials are pencil, paper and imagination.

PROCEDURES:

A. Getting Ready: B. Involvement in Activity:	Each child must be allowed to have pride in his work. I begin with regularly repeated speeches emphasizing that I make no value judgements on the student work. I accept any writing submitted. If the author likes the work, it's good. I only mark mechanical errors and point out that the students are, in effect, writing their own English book. I usually can't get all their papers corrected and returned the same day. I return them as soon as possible. I read the papers to the class without identifying the author.
B. Follow-Up Activity:	In the beginning, elaborate story starters are necessary, but as the year progresses, they are less necessary. Eventually the students are asked to proofread their neighbors' papers. By the end of the year I hope they catch most of their own errors. I require very few papers to be copied over because I think it turns kids off. I do ask that they look at, and make a mental note of, each correction I've made.

EVALUATION PROCESS: Evaluation is very subjective. I look for enthusiasm in place of dread in a writing assignment, literary content (not the primary goal, but a valuable by-product), and a decrease in mechanical errors in each student's work. I compare their papers over a period of time.

Submitted by: Dennis White - Madrona Elementary

Title of Project: "Book on to Boko City"
Grade(s): 4th (can be adapted to other grades) Curriculum Area: Language Arts (Reading)
Duration of Activity/Project: 3-8 months

OVERVIEW: A motivation activity to promote reading for fun and relaxation.

TEACHER PREREQUISITES: Teacher needs to have a progress board to illustrate student achievement. Also, the teacher must develop take-home forms as needed (see below).

STUDENT PREREQUISITES: Students must be able to read.

SETTING: Classroom (can be library also), home.

MATERIALS: Books, progress board, take-home forms, reinforcement awards (as necessary).

PROCEDURES:

A. Getting Ready:

Each child receives a note (see example below) to take home to his/her parents, encouraging a parent-child discussion of each book read.

Each child picks any book he/she feels is interesting to them. The book is brought to the teacher for approval and discussion of what the book might be about and whether it's at the student's level. This time provides motivation by allowing individual discussion between the teacher and student.

B. Involvement in Activity:

Each child reads the selected book during spare time at school and home. Upon completion of the book, the child discusses it with his/her parents. Parents are to sign a note verifying discussion (see example below).

C. Follow-Up Activity:

After discussing their books with their parents, students will write a book report (see example below) that is turned in to the teacher. Reports are accepted at all levels, and the teacher will discuss the report with each student as they are turned in.

EVALUATION PROCESS: Students are rewarded by praise for reports that exceed normal reports (i.e., pictures drawn, no spelling mistakes, extra projects, etc.). After parent slips and reports are turned in, students are moved on the "Boko City" board, 1 space for every 10 pages in their book. (There are 250 spaces=2,500 pages). Students that make it to "Boko City", the end, receive a "Boko City" tee shirt with their name on the back. We have our own "Boko City" logo that this year's class designed to go on the front of shirts. (Arty's shirts does the printing).

Along the road to Boko City there are many rewards too: bookmarks, no penmanship for a day, 10 free minutes in the reading roost, "A" added to the reading grade book, halfway note sent to parents and certificate for child, and the tee shirt.

This program has worked very well this year and has become quite popular. Wearing a "Boko City" tee shirt is an "in" thing at Talent Elementary, and while students are earning that prestigious tee shirt they are reading at their own level or above, sharing and communicating with their parents, writing reports, receiving prestige, and working one-on-one with their teacher.

NOTE: This can be adapted to cover a particular subject (i.e., all books on Oregon, biographies, animals, etc.).

Submitted by: Wayne Cowley - Talent Elementary

"Book on to Boko City" (continued)

Book on to BOKO CITY

Dear Parents,

For fun and growth this year, your child will be reading books of his/her own choice during free reading time. The book must first be approved by me, then when he/she finishes the book a note will be sent home for you to sign. This is saying you've discussed the book with your child.

The note is returned to me with a report on the book written by the child.

At this time the child will be allowed to move one (1) space for every 10 pages contained in the book read (i.e. 92 pages = 9 spaces).

There will be rewards and privileges earned along the way (250 spaces) plus a grand prize of a "BOOK ON TO BOKO CITY" tee shirt awarded to each student as he/she finishes and ends up at Boko City.

Sincerely,

Wayne Cowley, teacher

Date ______________________

Mr. Cowley,

My son/daughter has read the book

__________________________.

I have gone over the book with him/her.

Signed,

____

Parent or guardian

BOOK REPORT FORM FOR BOKO CITY NAME ______________

TITLE ______________________ DATE ______________

AUTHOR ______________________

Number of Pages ______________

YOUR FAVORITE PART OF THE BOOK WAS WHEN ______________

____

____

WHAT THE BOOK WAS ABOUT ______________________

____

____

Non-fiction or fiction ______________________

WHO WERE THE MAIN CHARACTERS OR THE MAIN SUBJECT ______________

____

____

Title of Project: An Alternative to Written Book Reports

Grade(s): 4th & 5th Curriculum Area: Language Arts

Duration of Activity/Project: Nine Weeks

OVERVIEW: The students will read a book to report on--but not a traditional written book report. Students will have the option of making a model or a diorama to illustrate the book they have read. These will be put on display in the library to interest other students in the various books represented.

TEACHER PREREQUISITES: The teacher/librarian should be familiar with the books choosen by the students.

STUDENT PREREQUISITES: The students must be aware of what is expected of them--that they must demonstrate the book they have read and illustrate a part of that book with a model or diorama.

SETTING: Students will choose their books from the library and will read them in the classroom during reading time and/or at home. The models/dioramas will be made at home and/or coordinated with the classroom art periods.

MATERIALS: Library book, boxes of various sizes or suitable bases, cardboard, paper, posterboard, clay, paper mache, markers, paints, colored pens, cloth, any other materials the students wish to use.

PROCEDURES:

A. Getting Ready:	Discuss what the students will do; show examples of what other students have done (or what the teacher has made). Choose a book that all of the students are familiar with and discuss what could be made to illustrate it.
B. Involvement in Activity:	Students will check in with the teacher at established intervals with progress reports--how far along they are and request help if needed. They will bring the projects in as they are finished and they will be displayed in the library. All projects will be due at a pre-established time.
C. Follow-Up Activity:	The students involved in the projects will get together and discuss how and why they decided to illustrate the parts of the book they did. Interested students may turn in models/dioramas at any time and they will be displayed in the library.

EVALUATION PROCESS: The projects themselves will determine if the activity is a success or not.

Submitted by: Linda Becraft - Merlin/Williams/Wolf Creek

Title of Project: Fabulous Fruit Ideas

Grade(s): Intermediate (4-5-6) Curriculum Area: Language Arts (Creative Writing)

Duration of Activity/Project: Throughout the school year

OVERVIEW: Included are some ideas to help motivate children in the areas of creative writing and english. The teacher can carry this theme out the entire year, keeping classroom bright and cheerful and fun while learning is in progress.

TEACHER PREREQUISITES: Have dittos, or other means of providing ideas to students, prepared in advance. Depending on activity chosen below, prerequisites can range from presenting an idea or having materials ready for games. (see below)

STUDENT PREREQUISITES: Basic reading and writing comprehension--depending on which activity is chosen.

SETTING, MATERIALS, PROCEDURES, EVALUATION: To be determined by teacher--depends on activity chosen below.

Submitted by: Bruce Stewart - Wilson Elementary

Title of Project: Creative Writing
Grade(s): 4 - 6 Curriculum Area: Language Arts
Duration of Activity/Project: Continual

I have a "3 x "5 file box in my room filled with over 200 writing ideas. These ideas include titles, story starters, comparisons, similies, parts of speech, etc. There is one idea typed on each card.

USES:

1. Certain cards dealing with a theme are pulled and used in centers.
2. Each student gets a card for "class wide" writing assignment.
3. Free time activities.

I find the box is never idle and the students are always eager to pick their own card on a subject to their liking. This file is continually added to by myself--and many times students like to add their own ideas.

I find this stirs up more interest in creative writing and before the end of the year students do more and more writing without it being assigned.

Submitted by: Jayne Galbraith - Griffin Creek Elementary

Title of Project: Book Reports - "Book Report Club"

Grade(s): 4 - 6 Curriculum Area: Language Arts (Reading)

Duration of Activity/Project: Each child in class will make two bookreports per nine week reporting period.

OVERVIEW: The "Book Report Club" is a way to encourage each child in class to make book reports. Different modalities of reporting can be utilized to meet the individual needs and abilities of each student. All students in the class are "Club" members, thus all the individuals make important contributions to "the club."

TEACHER PREREQUISITES: A good understanding of each child's reading ability, in order to assist with book selection.

STUDENT PREREQUISITES: Each child must know something about his/her reading ability. Each child should have an idea of what area his/her reading interests are. Each child should also have an idea of which learning modality he/she prefers to use.

SETTING: Any classroom, library, or place desirable to the individual. Flexibility is the key to a successful "book club."

MATERIALS: They will need Book Report Club Sheets #1-4 **

PROCEDURES:

A. Getting Ready:	Specific film strips, movies, and books will be displayed to encourage interest in books.
B. Involvement in Activity:	Two hours each week are set aside to work only on the book report.
C. Follow-up Activity:	**

EVALUATION PROCESS: See Club Sheets

**Copyrighted materials were included from Barbara Meltzer (LaSalle, Michigan)--additional ideas for illustrating book reports.

Submitted by: Bruce Stewart, Wilson Elementary

CONTINUED NEXT PAGE

CLUB SHEET #1

Readers Names

____

____

____

____

____

Readers Rules

1. Knows words and story
2. Good Posture
3. Loud clear Voice
4. Good expression
5. Looks at Audience
6. Makes Good Illustrations

Chairman

____

Chairman Rules

1. Calls for rules to be read
2. Sees that reader's ready
3. Collects scores from judges
4. Adds up scores
5. Announces new chairman

Judges

____

____

____

Judges Rules

1. Judge fairly
2. Use point system
3. Listen carefully

Audience Rules

1. Listen courteously
2. Applaud Politely

This sheet is to be duplicated for the judges. The new chairman of the club is decided by the highest point total. The remaining readers become judges at the next club meeting. The score sheets are tallied by the chairman and then destroyed. Chairman then announces new chairman. Given the opportunity and proper guidance, the students will be objective and honest in their evaluations. Acting as a judge makes the child more aware of what is necessary to make a good report.

CLUB SHEET #3

Student Name					
Posture					
Knows Words					
Reads slowly + clearly					
Good Pictures					
Makes Story Interesting to Hear					
Total Score					

4 = Excellent   2 = Fair

3 = Good   1 = Poor

This sheet should be put on tagboard. The names of readers, chairman, and judges are printed on colored index cards and taped under the proper headings. The names can be easily changed at each club meeting.

CLUB SHEET #2

I. Written reports should be at least two pages long.

A. First page to be done in outline form and include:

1. Book Title (underlined)
2. Author's Name
3. Publishing Company
4. Number of pages in book
5. Brief description of at least three characters.

B. Second page to include

1. Summary of story
2. One sentence telling why you either liked or didn't like the book.

II. Book Reports must have illustrated cover

III. Pictures about story add interest.

The teacher may want to tape record each book report so that only the reporting child may listen to his/her report. The child can use Club Sheet #4, which is to be duplicated, to evaluate his/her self. The child can then check the self evaluation list with the teacher who can point out ways to improve.

CLUB SHEET #4

Name	GOOD	FAIR	POOR
Did you read loud enough for all to hear?			
Did you know the words?			
Did you mumble?			
Did you read clearly?			
Did you read too fast?			
Did you use expression in your voice?			
Was your report too long?			
Was your report too short?			
Was your report as interesting as possible?			
Did you spell correctly?			
Was your report neatly done?			
	AB	CD	F
What grade should you receive on the written part of the report?			
What grade should you receive on the oral part of the report?			

This sheet should be duplicated so each member has a copy.

Title of Project: Language Art Contract

Grade(s): 4 - 6 (Junior High) Curriculum Area: Language Arts

Duration of Activity/Project: One Week (suggested)

All the students receive a packet with activities listed under the skills of reading, writing, art and creative thinking skills.

The activities are usually centered around a theme. This particular contract is a Halloween theme, (Creature Features) which has a high interest level plus being a lot of fun.

The student has an opportunity to pick his assignments from several suggestions listed under the skills--thus providing for individual differences. Also, I require some activities for higher achievers and some activities for all students.

The culminating activities in this contract include a class newspaper we share with other classes plus a pumpkin carving contest.

I have used this with 4 - 6 grades. It could also be used with Junior High students.

Other themes I have used are pollution, transportation, and Spring. Social Studies lends many ideas toward this kind of contract.

Submitted by: Jayne Galbraith, Griffin Creek Elementary

CREATURE FEATURES

page 1

This contract is centered around the theme of CREATURE FEATURES. All the activities involve reading, writing and thinking about things which give people the heebie-jeebies.

There are four categories of activities listed below. You MUST do something from each category:

1. WRITING PROJECTS***Write a creepy story at least 1-1/2 pages long. See page 2 for suggestions.
2. RESEARCH PROJECTS***see page 3 for more information.
3. ART PROJECTS***You may do no more than two--see page 4
4. FILM CRITICISM***OPTIONAL!! Must have parents O.K. to do this one. See page 4 and 5.

***This contract is due Wednesday, October 30th.

*****Important note to parents on page 7

Because we have such good writers in Room 20 we will publish a CREATURE FEATURE magazine for all to enjoy.

CONTINUED NEXT PAGE

WRITING FEATURE

page 2

Below are suggestions for stories for Writing Project Assignment. These are only suggestions; you may use an idea of your own.

1. You have moved into a house that is said to be haunted. What does the house look like? What happens to you when you move in?
2. Which would be worse--being locked in a room full of bats or a room full of rats? Why? Describe your experience.
3. You have been inspired to create a monster. What would it look like? What would your monster perform for you? What bitter end will your monster meet at the hands of human beings?
4. How would you poison a witch?
5. A monster or creature invades Hayward. You are responsible for destroying the monster.
   a. Describe the monster b. How do you overcome it?
   c. What happens in the end?
6. Describe your imaginary experiences as a witch.
7. You are a ghost. How would you frighten people?
8. You are the Lock Ness monster. Describe your day-to-day existence.
9. You are the cat that rides with the witch on her broomstick. What kind of adventures do you have?
10. Write a Monster Sports Story.

    Example: The Victory Vampires beat the Weary Werewolves, 46-55.

REMEMBER ... you are to write about one of the above. Use the pages with lines for your final copy!

EXTRA--EXTRA-- Use the Creature Feature vocabulary on page 6 to help write your story!

Language Art Contract (Continued)

RESEARCH

page 3

[illegible] SURE TO READ THIS BEFORE DOING YOUR RESEARCH [illegible]ER!!!!

All reports must:
1. Be neatly written
2. Be in student's own words (No copying from books word for word)
3. Be at least 1-1/2 pages long

DO ONE OF THE FOLLOWING. EVERYONE MUST DO THE * ONE.

1. Find out about and report on THE ABOMINABLE SNOWMAN (Himalayas)

2. Find out and report on the LOCK NESS MONSTER (Scotland)

3. Find out about and report on SASQUATCH (Canada)

4. Look up and make a report on Witchcraft in American History.

5. If you know anything about THE WINCHESTER MYSTERY HOUSE in San Jose, make a report about it.

**6. Many people are afraid of many different things. Interview 26 (no more, no less) people, asking them what two things frighten them the most. Then list the 5 most frequently mentioned fears.

*****SPECIAL DIRECTIONS FOR NUMBER 6, on peoples' fears:

In your report, you must first list the things which each person named as being frightening (two things per person)

Example:		
	Mary	spiders, dark
	Joe	Dark, snakes
	Mom	Bugs, Dirty Bathtubs

Next, find the five things that were mentioned most often and list how many times this item was mentioned.

Example:	Fear	Number of Times Mentioned
	snakes	
	spiders	
	Being alone	

*****You may do this assignment on binder paper.

ART

page 4

ART PROJECTS**** (you may only do two)
plus pumpkin carving

1. Write and illustrate a creepy comic with at least ten squares. The story must make sense and be neatly illustrated. Please use color.

2. Write and illustrate an advertisement which might appeal to a monster, ghost, or ghoul. For example: an advertisement for Bat Blood Perfume.

3. Write and illustrate an advertisement for a monster movie or scarey story. Make people want to see the movie or read the story.

4. Create a collage on a Creature Feature theme. Be sure all the pictures in your collage are creepy. You may have to invest in a creepy comic to find pictures.

5. Design your own CREEPY PICTURE!

6. Pumpkin carving on Monday, October 28th--bring a knife!

FILM ACTIVITY

FILM CRITICISM--OPTIONAL!!

Review a creature feature seen on T.V. or at the movies. Complete the review sheet. Be sure to have parent approval. Use page 5.

Language Art Contract (continued)

REATURE FEATURE

page 5

Movie Review

YOUR NAME____

NAME OF MOVIE____________________________________

Circle one: I saw this film--on television at a theater

1. In three or four sentences, give a summary of the movie.

2. What was creepy about the story? Why was it creepy? If it was not creepy, Why not?

. What would you have done to improve this story?

. Were you frightened by this movie? Why or why not?

OPTIONAL ASSIGNMENT***

page 6

CREATURE FEATURE VOCABULARY

1. POLTERGEIST--a ghost who causes things to move and drop mysteriously. A playful ghost.
2. WITCH--a person in league with the devil and possessing supernatural powers.
3. VAMPIRE--a ghost which sucks the blood of its sleeping victims. Killed by a stake through the heart.
4. GHOST--the spirit of a person appearing after death.
5. MONSTER--a creature large and ugly enough to frighten people.
6. GHOUL--a demon who frightens people
7. SUPERSTITION--a belief in an idea not based on fact; an old wives' tale.
8. SUPERNATURAL--cannot be explained
9. SINISTER--threatening evil
10. WEREWOLF--a man who has changed into a wolf, or a man who can change into a wolf. He still keeps his human intelligence.

ADDITIONAL VOCABULARY WORDS THAT CAN BE USED IN YOUR WRITING ARE:

guillotine
grotesque
corpse
gutless
suspense
ghastly
dreadful
slimy
hatchet
slayed
mummy
moon
graveyard
tomb
gallows
cemetery
vulture
cobweb
dark

Language Art Contract (continued)

page 7

Dear Parents:

Beginning on October 25, Room 20 will be working on a one week contract entitled, "CREATURE FEATURES," which is organized around the Halloween season.

The "CREATURE FEATURES" contract will have activities involving research, creative writing, art experiences and film criticism.

Because I feel you may be concerned that your child not be frightened or distrubed by this type of material, I am inviting you to preview this contract and since you know your child better than I do, please respond below.

Also, as part of the art experience, we are having a pumpkin carving session on Monday, October 28th. Your child will need a paring knife and a spoon. I will keep the knives in my desk before and after the activity. If you want your child to participate in this activity, please send a suitable knife for pumpkin carving that is marked with the child's name.

I would also like to take this opportunity to invite you to visit the classroom and see your son or daughter "in action!"

Thank you for your time and cooperation.

Very truly yours,

Jayne Galbraith

My child may participate in all the activities __yes __ no

My child may only participate in the following activities:

____

My child may bring a knife to school for pumpkin carving
____yes ____ no

____
Parent's signature

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Title of Project: Comparing Articles in Three Encyclopedias

Grade(s): Fourth through high school Curriculum Area: Language Arts

Duration of Activity/Project: One or two class periods.

OVERVIEW: Each student will be assigned a different topic to look up in at least three different general encyclopedias.

TEACHER PREREQUISITES: You must be familiar with the organization of the encyclopedias you are using and be familiar with the various features the students are looking for.

STUDENT PREREQUISITES: Students should spend at least one class period looking at the various special features mentioned. They also should have alphabetizing skills and have a knowledge of the purpose for a general encyclopedia.

SETTING: This activity can take place in any setting in which you have at least three different sets of general encyclopedias.

MATERIALS: *Ditto sheet to compare the articles. Pens or pencils. At least three sets of general encyclopedias such as World Book, Britannica Junior, Compton's, Merit.

PROCEDURES:

A. Getting Ready: This is a follow-up activity to one in which the students have been looking for special features in encyclopedias. All students did the same first activity and could work together to answer the questions. They were aware at that time, that this activity would be completely individual so they were encouraged to do as much of the first activity independently as possible.

B. Involvement in Activity: Students are assigned different animals to look up and compare in at least three different encyclopedias.

Possible topics that are found in all encyclopedias are:

ANT
BIRD
CAT
CRAB
DOG
ELEPHANT
FISH
FROG
GRASSHOPPER
HORSE
INSECT
LIZARD
MONKEY
RABBIT
SNAKE
SHARK
TURTLE
WHALE

C. Follow-up Activity:

1. Look-up the same topic in an animal encyclopedia. Note how the information located in a "special" encyclopedia compares to information found in "general" encyclopedias.
2. Do the same activity only compare different states, countries or biographies of people. The information found in general encyclopedias could then be compared to special encyclopedias such as: The McGraw-Hill Encyclopedia of World Biography and Lands and Peoples.

EVALUATION PROCESS: Students should be able to identify the encyclopedia they felt most comfortable using and should be able to tell why they felt that encyclopedia was best. They should also be able to identify the special features they were looking for and the difference between general and special encyclopedias.

*Ditto sheet adapted from a workbook page found in More Reference Skills and Drills by Jan Hebblewhite. Lake Tahoe Book Company 1980.

Submitted by: Lynn Parisotto - Rogue River Middle School

Comparing Articles in Three Encyclopedias (continued)

Comparing Articles Look up in the encyclopedia (3 of them). Answer the questions for each set:	Names of Encyclopedias 1.	2.	3.
What edition (year) are you using? (copyright)			
How many volumes are there in each set of encyclopedias?			
In which volume would you find the article on this topic?			
On what page does the article begin?			
On what page does the article end?			
Are there illustrations?			
Is there a diagram of a			
Are there subheadings? If "yes," how many?			
Check ( ) the encyclopedia set which has the most subheadings			
Does the article give the scientific classification (family name)?			
Does it tell you to "see also" other related articles in the set for additional information?			
How many related articles are there?			
Name one			
Is there a list of books (bibliography) at the end of the article?			
Which encyclopedia set would you recommend to someone doing a report on this topics? Rate them as to your 1st choice, 2nd, and 3rd			

Comparing Articles in Three Encyclopedias (continued)

Names of Encyclopedias

Comparing Articles Look up in the encyclopedia (3 of them). Answer the questions for each set:	1.	2.	3.
What edition (year) are you using? (copyright)			
How many volumes are there in each set of encyclopedias?			
In which volume would you find the article on this topic?			
On what page does the article begin?			
On what page does the article end?			
Are there illustrations?			
Is there a diagram of a			
Are there subheadings? If "yes," how many?			
Check ( ) the encyclopedia set which has the most subheadings			
Does the article give the scientific classification (family name)?			
Does it tell you to "see also" other related articles in the set for additional information?			
How many related articles are there?			
Name one			
Is there a list of books (bibliography) at the end of the article?			
Which encyclopedia set would you recommend to someone doing a report on this topics? Rate them as to your 1st choice, 2nd, and 3rd			

Comparing Articles in Three Encyclopedias (continued)

	Names of Encyclopedias		
Comparing Articles Look up in the encyclopedia (3 of them). Answer the questions for each set.	1.	2.	3.
What edition (year) are you using? (copyright)			
How many volumes are there in each set of encyclopedias?			
In which volume would you find the article on this topic?			
On what page does the article begin?			
On what page does the article end?			
Are there illustrations?			
Is there a diagram of a			
Are there subheadings? If "yes," how many?			
Check ( ) the encyclopedia set which has the most subheadings			
Does the article give the scientific classification (family name)?			
Does it tell you to "see also" other related articles in the set for additional information?			
How many related articles are there?			
Name one			
Is there a list of books (bibliography) at the end of the article?			
Which encyclopedia set would you recommend to someone doing a report on this topics? Rate them as to your 1st choice, 2nd, and 3rd			

Title of Project: What Makes A Good Story?
Grade(s): 5-6 Curriculum Area: Language Arts
Duration of Activity/Project: 30-40 Minutes, 3-5 days

OVERVIEW: This activity helps students to focus on elements that make good stories and excite readers. With the knowledge of what a "good" story is made of, I believe students will create exciting stories and enjoy it more!

TEACHER PREREQUISITES: Teacher should try writing an exciting short story, taking note of the BEGINNING, MIDDLE, END and PROBLEM SOLVING.

STUDENT PREREQUISITES: Students should be able to write paragraphs.

SETTING: Standard Classroom

MATERIALS: Writing paper, pen or pencil

PROCEDURES:

A. Getting Ready:

1. A character solving a problem is central to a good story. Look at and discuss a common story like "Cinderella". Discuss the problem, how it is solved, and the minor problems that have to be solved before the major problem can be solved. Assign students to take notes on a television show. For 2 or 3 days have them jot down the big problem that needs to be solved, and a list of little problems that come up and need to be solved before the big problem can be solved. This "problem solving" is the golden thread that ties all stories together.
2. A story has a definite BEGINNING, MIDDLE, AND END.

BEGINNING	MIDDLE	END
Introduce characters and major problem	work toward resolving problem	solve problem

3. The story is interesting to the author and reader.

BEGINNING: When a person goes fishing he or she finds the fish that "don't get away" are those with the hook firmly stuck in their mouths. The stories which make students want to continue reading are those which hook them fast at the beginning and will not let them go. Soaring high above that lushious tropical jungle, I looked as far as one could see in every direction. It absorbed me with it's vast beauty. I was completely unaware that 2 minutes later I would be jumping from a burning plane into a wilderness filled with unimagined horrors. "Look! Down by the bend in the river. Isn't that the biggest mountain lion you have ever seen?" Mike handed the binoculars to his father. "Yes son, and we're going to get that mountain lion before night fall. Let's go."

MIDDLE: Part of story where hero meets all minor problems that keep him from solving the big problem. What if section: What if this were to happen to the hero? Or This? Experiment with ideas.

END: Hero solves problem. Try to get students to think of unusual methods to bring their plots to satisfying conclusions.

PREWRITING: Determine criteria on which writing will be evaluated and discuss with students.

1. Problem in the story to be solved
2. Beginning that captures readers
3. Middle-steps taken toward solving problem
4. End-resolution of problem

B. Invovlement in Activity: Having learned the above, students should be able to write a short story. Allow 30-40 minutes to write.

C. Follow-up Activity: Set up a writing corner with envelopes of the basic elements for good stories. Each envelope contains several choices of problems and characters. You may also include setting and minor problem envelopes, if desired. Have student draw one from each envelope and create a short story using the "choices" they have drawn. Or, they may wish to create completely on their own; allow them that freedom.

EVALUATION PROCESS: Use editing partners or groups of three. Each student reads his/her paper aloud to partner or group. Editing groups check to see if criteria is met using the editing form attached. Some of the stories may be read to the entire class.

Submitted by: Gloria Henneman - Lone Pine Elementary

Title of Project: Writing and Illustrating a Book of Poems
Grade(s): 5th Curriculum Area: Language Arts
Duration of Activity/Project: Three weeks

OVERVIEW: Students will make up poetry books and illustrate them. This activity will allow them to be exposed to different types of poetry (read by teacher and students) such as: (1) free verse, (2) haiku, (3) chinquain.

TEACHER PREREQUISITES: Teacher must be familiar with poets and styles of poetry.

STUDENT PREREQUISITES: Students must have some basic knowledge of poetry and know how to line off plain white paper.

SETTING: In the classroom, or outside for first-hand observations with follow-up in writing.

MATERIALS: Paper to write on, plain paper for illustrations and cover, crayons, paints, etc. to color illustrations.

PROCEDURES:

A. Getting Ready:	Read different types of poetry to students; take them outside to observe and then describe things in nature.
B. Involvement in Activity:	Motivation will be provided by continued reading, observing, and writing.
C. Follow-Up Activity:	Students can continue to read more complex poems and learn to analyze and develop more appreciation for poems of all kinds.

EVALUATION PROCESS: The book itself will show the main success. How many different types of poems are written, in terms of style and subject. Students will experience a sense of satisfaction upon completion and sharing of their books.

Submitted by: Nancy Bottero - Williams Elementary

Title of Project: Using a Mural as a basis for Creative Writing and Art Activity

Grade(s): 5th Curriculum Area: Language Arts/ Creative Writing/Art

Duration of Activity/Project: 2 weeks

OVERVIEW: Students will plan a mural together on subjects like sea life, animal life, seasons, etc. The desired results are as follows: (a) learning about perspective in art, (b) dealing with drawing, cutting out, and proper placement, (c) writing a story including all parts of the mural, developing skills in description, expository writing, and grammar.

TEACHER PREREQUISITES: Teacher will need advance ideas on subjects for murals and what types will be appropriate for art and creative writing.

STUDENT PREREQUISITES: Students must have a basic idea of size, shape, color, and creative writing.

SETTING: The activity will take place in the classroom. There should be a large wall for the mural.

MATERIALS: Scissors, construction paper, large roll of paper, and lined paper.

PROCEDURES:

A. Getting Ready:	Class discussion of various topics which might be used as a central theme for mural. Students may be motivated by time of year (for example, a winter theme, Thanksgiving, etc.).
B. Involvement in Activity:	Students may work on the mural during free or extra time. The story is not written until mural is finished, but they may jot down ideas as they take form.
C. Follow-Up Activity:	Smaller student drawings in different media, watercolor, etc. Then they can write their own stories from these.

EVALUATION PROCESS: The evaluation process will be based on the following: (1) interest in completed mural, (2) reading stories out loud for student feedback, (3) student-teacher evaluation of completed mural, (4) variety produced from creative writing.

Submitted by: Nancy Bottero - Williams Elementary

Title of Project: Fiction Books
Grade(s): 5th Curriculum Area: Language Arts
Duration of Activity/Project: 5 weeks

OVERVIEW: The students will develop an awareness of the different types of fiction books and learn different library terms such as: "historical fiction," "fantasy," "science fiction," "mystery," and "adventure."

Students will become more aware of the many different types of fiction books (and many others) offered in the school library. Students will also become involved in making suggestions for future acquisitions to the library.

TEACHER PREREQUISITES: The teacher and/or librarian must know the definitions of the various terms describing the different types of fiction and must be aware of the many different types of fiction books available in the library.

STUDENT PREREQUISITES: The students must know what a fiction book is and must learn to distinguish (with the help of the teacher) between the various types of fiction books.

SETTING: The activity will start and conclude in the school library. There will be some homework involving the reading of at least two books of a certain type of fiction. Chart and poster making will take place either in the library or be coordinated with the art lessons in individual classrooms.

MATERIALS: Fiction books of various types, poster board, construction paper, markers, paint, rulers, scissors, and any other materials students choose.

PROCEDURES:

A. Getting Ready:	After defining a fiction book, have the students discuss the various types of fiction books they have read and enjoyed.
B. Involvement in Activity:	Students will decide which type of fiction book they will explore. They will read two to three books of their choice in that category (each book must be written by a different author). Students will describe a scene from one of their books and ask the group what category this would be placed in (historical, science fiction, fantasy, etc.). Working as a group, the students will discuss the characteristics common to different types of fiction books. Working either in pairs or as a group, (depending on the number of students involved), students will make a chart showing these characteristics. Students will make a poster illustrating one of the books they have read, or they may make a diorama.
C. Follow-Up Activity:	The students can vote on the type of book(s) they like best and conduct a class or school survey to discover what types of books are most popular. The results can be compiled and turned into the librarian with suggestions as to the type/titles of books that might be acquired for the school library.

EVALUATION PROCESS: Individual reports on books and the group discussions will determine if the students have read their books and if they have indeed become familiar with the various types of fiction books. The posters, charts and surveys will also help determine the success of the activity.

Submitted by: Linda Becraft - Merlin/Williams/Wolf Creek

Title of Project: The Dewey Decimal Collage

Grade(s): 5th Curriculum Area: Language Arts/ Reading/Library

Duration of Activity/Project: Five to six weeks (30 to 45 minute classes per week).

OVERVIEW: Students will learn how to use the Dewey Decimal System in the course of planned library skills lessons. As a result of this activity, students will become familiar with the Dewey Decimal System and be able to use it in making class assigned reports and choosing books for pleasure reading.

TEACHER PREREQUISITES: The teacher and/or librarian must know the Dewey Decimal System.

STUDENT PREREQUISITES: For the first four weeks, students will become familiar with the various parts of the Dewey Decimal System through lecture and worksheets. Charts describing the various parts of the Dewey Decimal System will be on display.

SETTING: Work will take place in the library.

MATERIALS: Dewey Decimal charts, old magazines, poster board, construction paper, scissors, markers and pens.

PROCEDURES:

A. Getting Ready:	Discussion of the origination of the Dewey Decimal System and of Mr. Dewey.
B. Involvement in Activity:	Discuss various parts of the Dewey Decimal System and the types of books found in each part--how it helps to have the same type of books together. Making of the collage: the students will use old magazines and find pictures that describe the various parts of the Dewey Decimal System. These pictures will be cut out and pasted on the poster boards and labeled "300's," "400's," etc.
C. Follow-Up Activity:	The posters/collages will be displayed in the library. Discussions on how some books are difficult to place in a certain category can take place.

EVALUATION PROCESS: The illustrations chosen for the collages themselves will help determine if students understand the various parts of the Dewey Decimal System. Individual and class discussion will also help determine their understanding.

Submitted by: Linda Becraft - Merlin/Williams/Wolf Creek

Title of Project: A Contractual Approach To The Study of Oregon

Grade(s): 5th or 6th Curriculum Area: Language Arts

Duration of Activity/Project: To be determined by teacher

OVERVIEW: Students will work on contractual and required agreements that acquaint them with some of the historic, geographic and current facts about the state they live in.

TEACHER PREREQUISITES: All of the materials and background knowledge to teach the enclosed contract list.

STUDENT PREREQUISITES: Just a general knowledge about Oregon, and a desire to learn about their own state. Most of the students really wanted to know about Oregon.

SETTING: Because of the variety of activities and the different noise levels, the classroom was used for posters, wall murals, pictures, bulletin boards, etc. The lab or shop was used for the salt and flour relief map. The library was utilized for reports and research papers.

MATERIALS: Encyclopedias, Oregon Blue Book and other reference books, Oregon road maps, plywood (12 x 14), salt and flour, construction paper, tagboard, and films (FJ1387 - The Oregon Trail, FJ1666 - Parks Are For People, and FJ875 Southern Oregon Land of Fulfillment).

PROCEDURES:

A. Getting Ready:	Show FJ1387 The Oregon Trail. Give students pre-test. Use Oregon road map to stimulate interest in unusual names, places and points of interest.
B. Involvement in Activity:	Each pupil will receive a contractual list. Each item on this list will be fully explained and discussed. As the students work on their required assignments, they will discuss their choice of electives from the contractual list. (The contract will be signed by both teacher and student).
C. Follow-up Activity:	Worksheets, map work, class discussion of all activities, reading of reports and research papers by all students.

EVALUATION PROCESS: Give pre-test again with additional information that should have been learned through this project.

Submitted by: Robert Shores - Wilson Elementary

ASSIGNMENT CONTRACT

I hereby obligate myself to the following tasks:

____

____

____

____

____

____

I understand that this is my responsibility and I will not expect my teacher to be responsible for getting me to do my tasks. I realize this assignment will make up most of my English grade for this period and am willing to accept this challenge.

PENALTY CLAUSE

If I violate any part of the above contract, it will result in a below average grade in Language Arts and confinement in detention until I have fulfilled my obligation.

____
Contractee

____
Contractor

LOCATIONS FOR OREGON RELIEF MAP

Cities
Portland
Eugene
Springfield
Corvallis
Albany
Grants Pass
Medford
Bend
La Grande
Baker
Astoria
Coos Bay
Brookings
Newport
Pendleton
The Dalles
Klamath Falls
Roseburg
Lakeview
Salem

Mountains
Cascade
Blue
Siskiyou
Coast
Wallowa
Mt. Hood
Strawberry
Three Sisters
Ashland
Jefferson
McLoughlin
Steens

Rivers
Columbia
Rogue
Willamette
Umpqua
Deshutes
Snake

Lakes
Klamath
Malheur
Crater
Summer
Silver
Goose
Albert
Harney

Ocean
Pacific

Bays
Tillamook
Coos

Indian Reservations
Warm Springs
Umatilla

CONTINUED NEXT PAGE

LANGUAGE ARTS - Contract List

OREGON

I. Make a poster that would discourage new people from moving to Oregon.

II. Prepare a tour that would include Oregon's greatest attractions. Make a brochure that describes each of these attractions.

III. Make a wall mural of Oregon's history, industry, recreation, etc. (group of 3)

IV. Write a research paper on one of the Indian tribes native to Oregon. Include illustrations in your project. (homes, jewelry, headdress, etc.)

V. Crater Lake - Write a report including its history, facilities, pictures, etc.

VI. Make a picture of Oregon. You may choose any part or subject about Oregon. The choice of media is yours. (chalk, crayons, markers, water colors, etc.)

VII. Which would you rather be? A pear, a tree, a rose. Choose one and write a story of your life. How do you feel? What do you think? What is your daily life like? How does your life begin and end? What is your greatest wish? etc., etc.

VIII. Make a bulletin Board for the room on Oregon. Include pictures, magazine and newspaper articles, maps.

IX. Research reports - Choose 2 subjects from the following list. Look up all you can and include pictures, drawings, maps, etc. You must include a bibliography of at least three sources.

X. *Make an Oregon flag and a brief history of Oregon.

XI. *Make a relief map of Oregon using salt and flour.

*required by everyone

Name ____________________ Date ______________

LANGUAGE ARTS

OREGON

1. Name the five largest cities in Oregon: __________, __________, __________, __________, __________.
2. What is the largest lake in Oregon? ______________.
3. What is the mountain range that separates Western from Eastern Oregon?______________________.
4. What is the largest river in Oregon? ______________.
5. Name our 4 neighboring states: ________, ________, ______________, ______________.
6. What is the name of the large highway that runs North and South through our state? ______________.
7. Name the highest mountain peak in Oregon:__________.
8. Name Oregon's northern most seaport: ______________.
9. What is Oregon's state flower? ______________.
10. What is Oregon's state bird? ______________.
11. What is Oregon's state animal? ______________.
12. Name 3 Indian tribes that are native to Oregon: ______________, ______________, ______________.
13. What is the capital city of Oregon? ______________
14. Oregon Caves National Park is near what Southern Oregon community? ______________________
15. The University of Oregon is located in what Oregon city? ______________________.
16. Lewis and Clark College is located in what Oregon city? ______________________.
17. What ocean borders our state? ____________.
18. What county do we live in? ______________.
19. Name five other counties in the state of Oregon: ________, ________, ________, ________, ________.
20. What year was Oregon admitted to the Union? ______.
21. What figure is on top of the state capitol? ______

Title of Project: PEOPLE STEEPLE

Grade(s): Five or Six Curriculum Area: Language Arts

Duration of Activity/Project: Thirty minutes

OVERVIEW: Students will think of a V.I.P. (Very Important Person) in their lives. Using a certain procedure, they will make a list of descriptive words or phrases describing this person. The class will make a people steeple. The desired result is the child learning to use descriptive words and phrases as a writing skill.

TEACHER PREREQUISITES: The teacher will have presented several lessons dealing with descriptive words and phrases in English class.

STUDENT PREREQUISITES: Student must know what a descriptive word or phrase is.

SETTING: Classroom.

MATERIALS: Square or rectangular cardboard box for each student.

PROCEDURE:

A. Getting Ready: Ask students to think about the V.I.P.'s in their lives. Ask them to write on a piece of scrap paper all the words or phrases they can think of that describe these people.

B. Involvement in Activity: With the total group, make a composite list of descriptive words and phrases on the board. Provide a square or rectangular cardboard box for each pupil. Students use the four sides of their boxes as follows:

Side 1: Name of V.I.P. and relationship to pupil. (Example: Mrs. Ann Branch, Grandmother.)

Side 2: Two words which describe the character of this person. (Example: kind and generous; smart and talented.)

Side 3: A phrase or sentence that tells how the pupil feels about this person's relationship to them. (Example: I always feel comfortable with her; or he requires me to do my best.)

Side 4: A picture or drawing of the student's V.I.P.

Students may add their own design or special style of presentation to the four sides of their box. (They may paste, draw, paint, color, decapage, etc.) When all pupils have completed all four sides of their boxes, stack boxes beginning with the largest on the bottom and decreasing gradually in size to the top, thus creating a "people steeple" of V.I.P.'s. Invite others to view the steeples and enjoy the descriptions.

EVALUATION: Were the students able to follow directions? Were they able to use descriptive words and phrases? Were their projects original? Were the children motivated to put time and effort in this project?

Submitted by: Pat Stunk - Madrona Elementary

Title of Project: Contracts for Math and Language Arts
Grade(s): 4th Curriculum Area: Math/Language Arts
Duration of Activity/Project: To be determined by teacher and student

OVERVIEW: The attached contracts can be used by students who feel they are going too fast or too slow. The contracts are simple but very flexible.

TEACHER PREREQUISITES: Be willing to consult with students individually. Provide enough time to see that the student undertakes a meaningful assignment/project and is capable of accomplishing the chosen task.

STUDENT PREREQUISITES: Be willing to make a commitment and follow through.

SETTING: Regular classroom.

MATERIALS: Contracts (See below.)

PROCEDURES:

A. Getting Ready: Discuss with class the concept and merits of contracts.

B. Involvement in Activity: The math contract can be used in tandem with the regular text in situations where the student wants to progress at a slower or faster rate than the rest of the class. It also can be used for special projects.

Samples of some projects that have been successfully completed by my students are the following:

- --Make a geoboard and demonstrate its use for the class.
- --Make an extra set of plus and minus flash cards and help a 2nd grader learn them.
- --Make a prime number board.
- --Figure square footage of black top on playground.
- --Figure square footage of all 3rd and 4th grade rooms and find nylon carpet prices from three different stores. Figure cost and determine least expensive.
- --Listen to P.E. teacher and figure the fraction of minutes he talks as compared to the time he is quiet.

The Language Arts contract can be used for students wishing to remain with the regular text but wanting a faster or slower pace. It can also be used for special projects. The following are sample projects submitted by my students:

- --Read a book and do an oral or written report.
- --Read a book and create a mobile or mural based on the book.
- --Write a short story or your personal history.
- --Correspond with a foreign pen pal.
- --Read an article in the National Geographic Magazine and make up a test that could be given to another student reading the same article.

EVALUATION PROCESS: Observe whether students working on contracts are a) capable of working independently, b) increasing in knowledge/awareness of the subject area explored, c) enthusiastic about working on a contract system.

Submitted by: Wayne Cowley - Talent Elementary

* *

MATH CONTRACT

Week of __________ Name ________________

I will do page _____ to page _____.

I will do workbook pages __________.

I will do pretest #_____.

I will do post test #_____.

I will do a special project consisting of:

____

____

____

Student's signature Teacher's signature

LANGUAGE ARTS CONTRACT

Week of __________ Name ________________

I will do unit(s) / pages ____________ this week in spelling.

Pre & post tests ____________.

I will read the book ________________ and do a project consisting of ______________________________

____

and be finished by ______________________________

I will so SRA ______ units this week.
color

I will do _____Sari sheets this week.

Student's signature Teacher's signature

Title of Project: An Exercise in English Mechanics
Grade(s): 5-6 (Adaptive to other grades) Curriculum Area: Language Arts
Duration of Activity/Project: This can be very flexible as far as time is concerned.

OVERVIEW: Each student will be working on one of the project sheets. When they finish with one they may begin another. There is no required number of project sheets a student needs to complete, as long as he or she is working within their own capabilities.

TEACHER PREREQUISITES: The skills which are included in these projects must have already been taught and reviewed prior to the introduction of these project sheets.

STUDENT PREREQUISITES: These must be known skills, or the students would be unable to perform these projects. These projects are used as a reinforcement tool.

SETTING: Introductory activities will take place in class, in the form of a general review of these concepts.

MATERIALS: Project sheets developed by the teacher. They may also need their English text as a reference book.

PROCEDURES:

A. Getting Ready:	Teach a short unit in use of the newspaper or current events.
B. Involvement in Activity:	Involve the students by having a large number of projects for them to do, and to make these projects current and of interest to them.
C. Follow-up Activity:	This is meant to be a reinforcement exercise and will re-teach many mechanical processes of punctuation grammatical structure.

EVALUATION PROCESS: The evaluation of this project can only be measured by testing and recall in the future areas of a similar nature.

Submitted by: Robert Shores - Wilson Elementary

Name ____________________ LANGUAGE ARTS Date __________

Capitalize and punctuate the following paragraphs:

the best athlete at medford high maybe the best in the southern part of the state and certainly one of the best in the entire state is dain syverson

and yet as an important member of the black tornado s no 1-rated football team syverson goes largely unnoticed because he plays in the secondary while don hoyt and roger daniels play quarterback and wingback two highly visible positions

in fact syverson probably was more visible as a junior last season because he led medford to a team-record 34 interceptions with eight of his own this season everyone knows how good a defensive back syverson is and very few passes are thrown his way but he has still managed to come up with five interceptions including the one that finished off klamath union last friday

however syverson s visibility should improve over the coming months because he will make a very important contribution to whatever success the tornado has in basketball and he is an excellent infielder in baseball

but syverson also is likely to be in the limelight a good deal more friday night when medford hosts david douglas in a first-round playoff game because he will start at wingback in place of daniels who is still hobbled by an ankle injury suffered in last friday s 15-12 win over klamath union

Project: From the following article: List as many adjectives as you can find

Autumn's Leftovers

Rural and suburban householders are busy now with rake, fork and barrow, cleaning and neatening the dooryard, the lawn and the garden for the winter. But down the road and across the valley, where autumn itself is in charge, nobody is bothering about the unkempt look.

Fallen leaves, restless as sparrows, rustle and scurry at the roadsides. Gray heads of goldenrod fluff spill seeds on every passing wind. Milkweed pods send streams of silken shimmer in all directions. Wild-grape vine and woodbine hanging from trees and bushes are nooses for unwary feet. Ripe grass appears sadly in need of comb and brush.

But nature doesn't care. The floor of the woodland is littered with dead twigs and branches pruned by wind and rain. Fern fronds lie sere and brown. Box elders emphasize their nakedness with tufts of keys that will dangle there all winter. The abandoned oriole's nest has begun to fray at a high, limber tip of the wineglass elm. Windrows of tan needles prove that pines, too, shed foliage in the autumn.

Man must rake and cart away, to soothe his conscience and proclaim his tenancy. Nature doesn't bother. The tree thrives on its own trash and the seed sprouts in its parent's midden heap; and each new spring grows on autumn's leftovers.

—*New York Times*

* * *

Project: List the simple subject and simple predicate of each sentence.

My office was private but small, so I always left the door open to avoid claustrophobia. One day, I had a particularly bad cold and brought a bottle of cough syrup to work. Unfortunately, I neglected to bring a spoon. Feeling a coughing spell coming on, I took out my medicine—only to realize how peculiar it would look to someone passing by my door as I was drinking from the bottle.

With my bottle of syrup clutched behind my back, I arose, went to the door, peered out to see if anyone was approaching, stepped quickly behind the door and swallowed a goodly portion. After I recapped the bottle, I looked up—directly into the eyes of the amused-man-who was washing my office window.

—Contributed by Barbara Merrill

Title of Project: Discovering a Newspaper
Grade(s): 5th and 6th Curriculum Area: Language Arts
Duration of Activity/Project: One-half hour to one hour, 3-5 days

OVERVIEW: Students will locate different areas of a newspaper. They will use the actual words, names and phrases used by the press in describing newspapers. After the activity, students will be more familiar with newspapers, should enjoy it with greater interest, and learn more from the use of one.

TEACHER PREREQUISITES: None

STUDENT PREREQUISITES: None

SETTING: Anywhere there is room to fold newspapers and spread them out.

MATERIALS: One complete newspaper per student and one large felt tip pen per student. Large colored felt tip pens show up better on newsprint. One copy per student, "Commonly Used Newspaper Terms."

PROCEDURES:

A. Getting Ready:

Motivation: Discuss importance of newspapers. Ask students:

1. What kinds of information can you get by looking at a newspaper? What things can you see? (world news, local news, sports, national events, TV schedule, comics, want ads, church activities, obituaries, weather, etc.)
2. Discuss "plagiarism." Do you know some of us here may have committed a crime known as "plagiarism?" What does it mean? Who could have committed that crime?

After discussion you are ready to start the actual involvement.

B. Involvement in Activity:

Pass out one newspaper, one felt tip pen and one copy of "Commonly Used Newspaper Terms," (see next page) to each student.

Ask students to locate and circle (with felt pen) each of the items below:

1. Want ad advertising a used instrument, a car for sale and a house for rent
2. Obituary column
3. Grocery advertisement
4. Stock reports
5. Comics

Do this activity as a class to help those who are unfamiliar with the index of a paper.

C. Follow-up Activity:

1. Create a classroom newspaper office: make a school newspaper
2. Visit a city newspaper

EVALUATION PROCESS: While students are circling items in their newspapers, check, informally, to see if they understand. A final test may be given over the newspaper, using the list of "Common Newspaper Terms."

Submitted by: Gloria Henneman - Lone Pine Elementary

CONTINUED ON NEXT PAGE

COMMONLY USED NEWSPAPER TERMS

1. NAMEPLATE - the name of the newspaper, usually in decorative letters at the top of page one
2. CAPTION - the information written below a picture that describes it
3. BOLDFACE - dark or heavy type of which there may be many different styles and sizes
4. JUMP - to stop a story on one page and continue it on another
5. CLICHE' - an expression that is used over and over again--it is old, worn out
6. DATELINE - words or phrase at the beginning of a story that gives the date and location of the incident being reported
7. BANNER - a large headline, usually in boldface type running across the top of the first page. Commonly, referred to as a "headline."
8. EARS - the space on either side of the nameplate or on top of the nameplate usually boxed in with the page index, weather, features, entertainment, editorials, or announcements
9. LEAD - the first important sentences of a news story. It is the introduction or summary of the article and includes. . WHO, WHAT, WHEN, WHERE, HOW & WHY
10. BOX - story or feature with a border around it
11. EDITORIAL - an expression from the editor of the newspaper's opinion, usually found on the editorial page
12. CAPS - abbreviation of capital letters
13. FEATURE - story written that is something other than a "news" story. It may be about someone in the area and their hobbies, abilities, etc. They are stories of interest.
14. BYLINE - the reporter's name at the beginning of a story

PHRASES USED BY REPORTERS AND NEWSPAPER STAFF

1. PLAGIARISM - copying someone's written work and passing it off as your own, literal theft of written words and ideas
2. LIBEL - publishing information that is unjustly injurious to someone's reputation
3. BEAT - a reporter's regular routine that he or she uses to cover news sources
4. EDITORIALIZE - to publish one's personal opinion into a news story
5. MAKE UP - the placement of headlines, pictures and stories onto newspaper page forms in preparation for printing
6. STRAIGHT - story covering the facts
7. COPY - all the material used for publication, including written stories and pictures
8. DUMMY - the actual layout of a whole newspaper page showing where headlines, stories, pictures, caption, and advertisements are placed
9. COMPOSE - to set type for printing
10. COPYRIGHT - an author's exclusive right of property to his own written work for a certain amount of time

Title of Project: T.V. Book Reports

Grade(s): Sixth Curriculum Area: Language Arts

Duration of Activity/Project: Two weeks or longer

(adapted from Oregon Writing Project form, contributed by Patty Wixon)

OVERVIEW: The students will read a library book at their reading level and present, in a narrative mural form, to their peers. Students will learn to present information in their own words, through an oral and written process. It is hoped the students will learn to enjoy reading more. This activity is also designed to encourage proper speech skills, outside classroom reading, and art skills.

TEACHER PREREQUISITES: Teacher should have an idea of students' reading levels and present an example of the book report required. The teacher should set time aside for individual students to work on and present report.

STUDENT PREREQUISITES: Ability to read and follow directions

SETTING: This T.V. Book report will be presented before the students' peers or parents

MATERIALS: Library books, butcher paper, T.V. frame, crayons, pencils, scissors

PROCEDURES:

A. Getting Ready:	Teacher presents a book report like the one the student is required to do, using the T.V. frame.
B. Involvement in Activity:	Library privileges are times set aside for students to read library books in class. Art time is set aside to create mural relating to the book read.
C. Follow-up Activity:	If reports are exceptional, students can present them in other classrooms or at recess time in the library. Book report murals can be displayed in classrooms, school hallways or libraries.

EVALUATION PROCESS: Evaluation of oral presentation in class. Evaluation of mural content in comparison to library book content.

Submitted by: Marcia Pritchett - Little Butte Intermediate

Title of Project: Individualized Spelling Program

Grade(s): 6th Curriculum Area: Language Arts (Spelling)

Duration of Activity/Project: This will be an on-going activity throughout the entire school year

OVERVIEW: Even though my language arts group is homogeneously grouped according to reading levels, the same grouping is not suitable for the spelling segment of the language arts class, as there is a wide range of spelling abilities. This activity is designed so that pupils will learn to spell their own individualized list of spelling words that is commensurate with their spelling ability.

TEACHER PREREQUISITES: The teacher must be able to determine the approximate spelling level of each individual pupil by giving spelling pretests from a wide range of spelling lists, and pair the student with another child in class who has a similar level of spelling.

STUDENT PREREQUISITES: The pupils must know how to write complete sentences, using correct punctuation and capitalization. Since each child must be able to spell, pronounce, and define all the words in his individual spelling list, he must have some dictionary skills, namely, to be able to use guide words to locate unfamiliar words, to find an appropriate word meaning and use it (the spelling word), and to write an original sentence.

SETTING: Regular classroom setting with desks arranged in pairs for spelling partners. Strict testing conditions are essential during weekly spelling tests.

MATERIALS: Multilevel spelling word lists (ranging from grades k-8), such lists as: (1) Dolch basic sight words, (2) 100 "spelling demons," (3) personal data words, such as name, address, school, teacher, months and days of the year, and holiday words, (4) topic area words from science, social studies, music, art, math, health, etc., (5) "225 of the Most Frequently Misspelled Words in Grades 2-6," (6) "The 50 Words Easiest to Misspell," (7) spelling workbook word lists, (8) CPS, SRA, or any other spelling word lists of your choice.

Other materials needed for each child would be: (1) a spiral notebook, (2) a progress chart (stapled in back), (3) a ditto sheet containing day-by-day schedule of directions for the spelling program (stapled in front of the spiral notebook).

PROCEDURES:

A. Getting Ready:	Stress students' individual differences and give sample pretests to show how errors vary.
B. Involvement in Activity:	Have a day-by-day schedule with specific time set aside for individualized spelling activities.
C. Follow-Up Activity:	The teacher could plan a periodic spelling bee, using words from each child's list of words he has mastered.

EVALUATION PROCESS: I'll be able to determine the success or failure of this program by examining individual weekly and periodic spelling tests scores. Also, students can evaluate themselves by examining the progress chart in the back of their spiral notebooks.

Submitted by: Linda Lucas - Jefferson Elementary

Title of Project: Individualized Spelling

Grade(s): Sixth Curriculum Area: Language Arts

Duration of Activity/Project: Ongoing

OVERVIEW: Students will work their way through the adopted text at their own pace with a minimum requirement of one unit per week. Even when ability grouped, some students struggle with the material while others are finished in a matter of moments. Those finishing quickly are soon bored with the subject. Releasing these students to work at their own rate revives their interest and motivates them to proceed quickly through the required material.

TEACHER PREREQUISITES: Teacher must know if students in the group have the necessary skills to attempt the work individually. Some organizational skills are required so that students do not become stalled by minor roadblocks (such as not being able to take a test upon completion of a unit).

STUDENT PREREQUISITES: Students must be familiar with the text and the kind of activities contained within the text. They should have access to an answer key so that upon completion of the unit, they can correct their own work. If the teahcer is not available, there should be designated students to give tests for the day.

SETTING: Classroom should be arranged so that students giving and taking tests will not disturb the others.

MATERIALS: Each student will need an adopted spelling text. It is helpful if several answer keys are available for self-correcting.

PROCEDURES:

A. Getting Ready:	Class discussion of the problem facing those who finish early. Propose the individual program as the answer to the problem. Point out that those who work ahead will be given the opportunity to do special things such as test other students.
B. Involvement in Activity:	Daily spelling period will be spent working on units contained in the text. On completion of a unit, it will be shown to the teacher who then allows the student to correct his/her own work. After correcting the unit the student will be tested by the teacher or a designated student. Weekly awards may be given to those who show good progress.
C. Follow-up Activity:	After students have completed the text, they should receive a special award to continue the needed motivation. The following week the student receives the list of words from the text used in the seventh grade and begins to work his way through it.

EVALUATION PROCESS: Evaluation will be based on progress through the required material. Emphasis will be placed on the unit tests because daily work is self-corrected. Final test will be given over words contained in the text after all units are completed. Achievement test scores should show whether this activity has proved beneficial for your class.

Title of Project: Lets Use the Newspaper
Grade(s): 6th Curriculum Area: Language Arts
Duration of Activity/Project: 2 week unit

OVERVIEW: By working with their local newspaper, children will learn what a newspaper contains, where to find what they are looking for and be interested in reading more than just the funnies.

TEACHER PREREQUISITES: Have all materials ready; be prepared to present each task.

STUDENT PREREQUISITES: Understanding of prefixes, suffixes, rhyme, proofreading, nouns, pronouns, and various other parts of speech.

SETTING: Regular classroom.

MATERIALS: The materials are minimal as the local newspaper will supply, free of charge, 30 copies of their paper a day, for 2 weeks. Drawing paper, glue, scissors, felt pens and 3 X 5 cards will be used.

PROCEDURES:

A. Getting Ready: The unit will start with art work using the newspaper to motivate interest.

B. Involvement in Activity: Tasks will be laid out as follows:

Words, Words, Words

1. Your newspaper is full of various kinds of words. You can find SCIENTIFIC WORDS, HEALTH WORDS, SPORTS WORDS, AND MATH WORDS.
2. Fold a piece of typing paper into four equal parts.
3. Head each section as to one of the above categories.
4. Cut out words that fit each category and paste as many as there is room for in their correct section.
5. On the back of your paper, make up four categories of your own and fill up each section. (food, weather, etc.)

Parts of Speech

1. Cut out a short article and paste it on a piece of typing paper on the left side.
2. On the right side of the page, make 5 equal sections with headings of: NOUNS, PRONOUNS, ADJECTIVES, VERBS, and ADVERBS.
3. List 10 words under each correct heading.

Make a Silly Sentence

1. Find some words in the large print of the paper that you can put together to make a silly sentence.
2. Use a sheet of drawing paper and glue on your sentence.
3. Draw a picture to go with your sentence.

Find Your Spelling Words

1. Use your spelling book for this week's spelling words.
2. Look for your spelling words in the newspaper.
3. Each time you find one, cut it out and paste on a piece of typing paper.
4. List any of your spelling words you couldn't find.

Write a Comic Strip

1. Cut out a comic strip.
2. Cut out the "speaking clouds" of the strip.
3. Paste the strip on a piece of paper.
4. Write your own words in the "speaking clouds."

Be A Proofreader

1. Cut out a story from the paper and glue it onto a piece of typing paper.
2. Proofread the story looking for: spelling errors, incorrect punctuation, capitals, etc.
3. Underline the errors with a felt pen or colored pencil.
4. Write the correction on your paper to the right of your article.

Add a Prefix or Suffix

1. Cut out any short article and paste it on the left side of typing paper.
2. Look for words that you can add a prefix or a suffix to, and underline them with a felt pen or colored pencil.
3. Write the words to the right of your article.
4. To the right of this word, write the new word which you have added a prefix or suffix to (15 words with prefix and 15 with suffix).

C. Follow-Up Activity: You may wish to have students share their completed projects with the rest of the class.

EVALUATION PROCESS: The evaluation for this unit will come through completed projects, observation, and individual discussion of each student.

Submitted by: Harold Mobley - Wilson Elementary

Title of Project: Spelling Fun
Grade(s): Intermediate Curriculum Area: Language Arts (Spelling)
Duration of Activity/Project: One week

OVERVIEW: As a reward for getting their work done, students will be able to play spelling games that review their weekly spelling list.

TEACHER PREREQUISITES: A weekly spelling list prepared for students, to be reviewed orally in class. Students should know meaning and pronunciation of each word. Spelling games ready to be distributed and explained.

STUDENT PREREQUISITES: Students should know spelling, meaning and pronunciation of each word on weekly spelling list.

SETTING: Regular classroom. It is a good idea that enough time is given so all students are able to play the games each day.

MATERIALS: Weekly spelling lists, paper, pencils, materials for spelling games (see below).

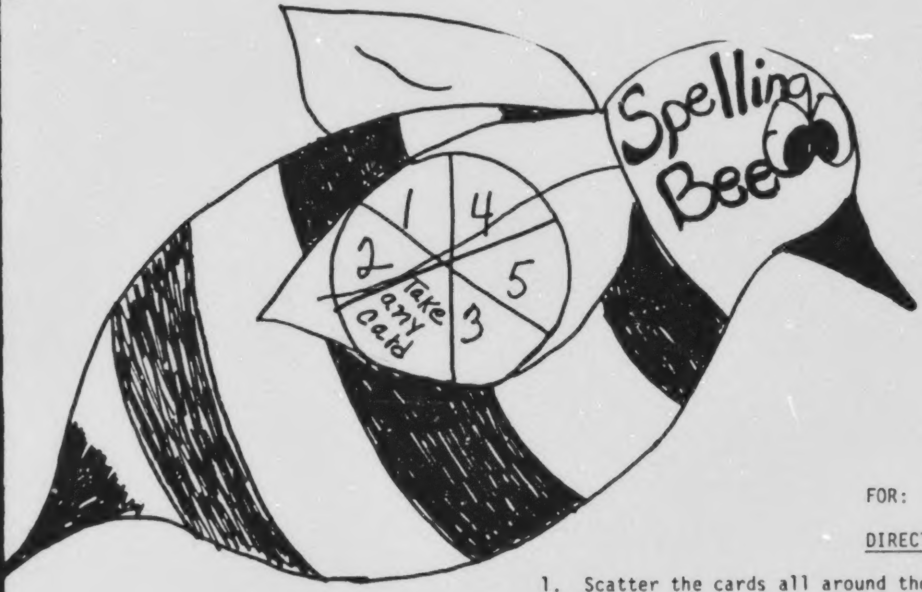
PROCEDURES:

A. Getting Ready:	The teacher will provide a number of spelling games which contain the current weekly spelling list. She will explain, in detail, how to play each game.
B. Involvement in Activity:	When the children finish their work, they may find another person who is also finished, and play a spelling game. (There should be no more than 4 people playing at one time).
C. Follow-up Activity:	This activity is a follow-up for regular spelling review. You will find the children look forward to playing the games as a reward for getting their work done. It also becomes an easy way to study their weekly spelling list. I have found by using these activities, students have brought up their grades almost 100%. This also carries through to their spelling in creative writing.

EVALUATION PROCESS: Evaluation can be measured in improved spelling tests and/or improved spelling in creative writing.

Two spelling games have been provided below, with directions for each. You will need to enlarge them, provide a weekly spelling list , and markers, for each game.

Submitted by: Shirley Hall - Little Butte Intermediate



MATERIALS:

1. Spinner
2. Number of 2"x3" cards of your spelling list.
3. On one side of the card write the spelling word. On the other side, write the numbers 1,2,3,4, or 5.

FOR: 2-5 Players

DIRECTIONS:

1. Scatter the cards all around the board, number side up.
2. The first player spins a number on the spinner. The leader takes a card with that number and reads the word for the player to spell. The player keeps the card.
3. IF THE PLAYER SPELLS THE WORD INCORRECTLY, the leader shows the player the word. The player spells it while looking at the card, then spells it without seeing the card. (The player is still give the card).
4. If a player spins a number, and no cards remain for that number, the player misses that turn.
5. If a player spins "ANY," the player can select any card to spell.
6. After all the cards have been taken from the board, players count their cards. The player with the most cards, or bones, wins the game.

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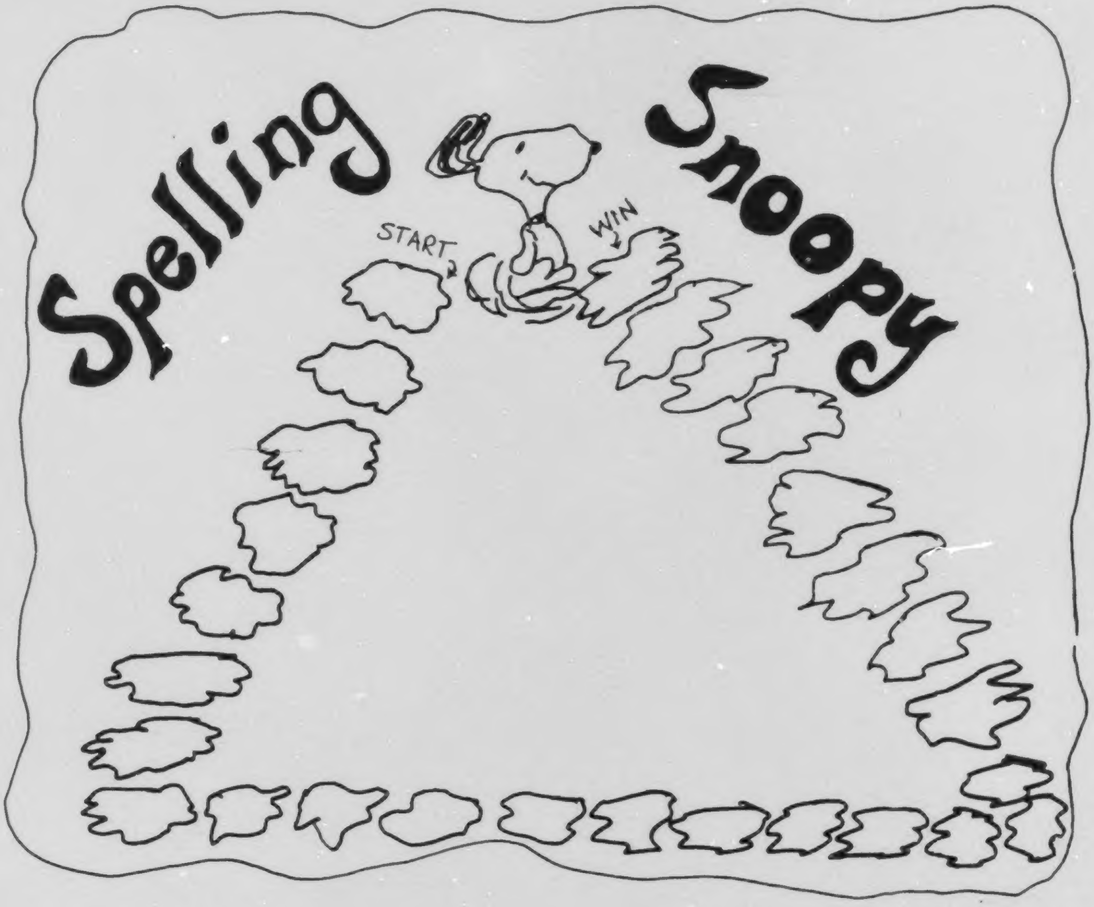


FOR: 4 children

MATERIALS:

1. Cut the number of 2"x3" cards you will need for your spelling list.
2. Place spelling words on card.
3. Under spelling words, put Back 1, on two cards, and Back 2, on two cards; on all the rest, put the number of spaces to be moved: 1, 2, or 3.
4. Markers for four children.

DIRECTIONS:

The first player draws a card from the pile (cards are face down), reads the card to the player on his left. The player on the left must spell the word, and move the number of spaces indicated on the card. That same player draws the next card from the pile, reads the word to the player on his left and the process continues. The player who spells is always the player to move his/her marker. Continue until a player reaches the end to win.

Title of Project: Baseball Spelling Bee

Grade(s): Any Grade level

Curriculum Area: Language Arts (spelling) Easily adaptable to other areas

Duration of Activity/Project: Minimum of 20 minutes--can be varied according to time available

OVERVIEW: This is a game for review and drill of spelling words. Instead of spelling, this game can be played using geographical locations, arithmetic problems, state capitals, etc.

TEACHER PREREQUISITES: None

STUDENT PREREQUISITES: As this is used for review and drill, the spelling words (or other material) should have been presented earlier.

SETTING: Classroom, with room for chairs or markers arranged as bases.

MATERIALS: A list of spelling words (or other specific questions), tagboard squares or chairs to mark bases (labeled: home, 1st, 2nd, 3rd base), chalkboard or chart for keeping score, timer.

PROCEDURES:

A. Getting Ready:	Divide the class into 2 teams. One team is selected to bat first.
B. Involvement in Activity:	Each team has five minutes "at bat" per inning. The game can continue for as many innings as time permits. (This game can be played using a misspelled word as an "out," three outs per inning. I prefer the timer system because no child is faced with making the third out). The umpire (teacher) asks the first batter to spell a word. If he spells it wrong, he is out and goes to the end of the line. If he spells it right, he makes a hit and goes to first base. He can advance to second base when a hit is made by another batter, then to third base, and home to score a run.
C. Follow-Up Activity:	After touching home plate, the player marks a point on the scoreboard. The team with the highest score is the winner.

EVALUATION PROCESS: The success of this game can be determined by the enjoyment the children have during the review and drill. Success on the final spelling test will determine to what extent the children have benefitted from the baseball spelling bee.

Submitted by: Barbara Muckey - Talent Elementary School

Title of Project: Personality in Poetry

Grade(s): Any grade level Curriculum Area: Language Arts

Duration of Activity/Project: One to two weeks of independent study

OVERVIEW: Students will be sent on a poetry hunt. Each student will select a theme and find up to ten poems related to that theme. The student will then illustrate and transcribe each poem. Students' poetry and art work will be made into a class booklet. In their search, students will be exposed to poetry as one form of communication which can be appreciated.

TEACHER PREREQUISITES: It would be helpful if the teacher checked out poetry books from the school library for use in the classroom. For very young students, mimeographed poems may be provided by the teacher.

STUDENT PREREQUISITES: This could be either an introductory activity or a culminating activity in poetry. If it is used as a culminating activity, students should have been introduced to poetry and should have a general knowledge of poetry forms and of poetry as a vehicle for communication of thoughts.

SETTING: For the introduction, students would need an area for selection of poems (a writing area such as student desks, if needed).

MATERIALS: Paper, pencil, crayons, poetry selections.

PROCEDURES:

A. Getting Ready: The teacher may wish to read several poems containing a variety of themes and conduct a discussion regarding the themes of specific poems. Students should be provided guidance if they cannot decide on one general theme.

B. Involvement in Activity: After the introductory discussion, students will be given class time to begin looking through poetry selections to choose a theme. They may begin copying poems they find which follow their choice. Some students may even begin drawings during the initial alloted time. The teacher may wish to check the progress of students using the following steps:

Day 1 - Students are provided class time (about 30 minutes) to search for poems.
Day 2 - Students are given a note card by the teacher and are asked to write their names and the themes they have selected.
Day 4 - The teacher may wish to confer with each student regarding selected poems and have students hand in poetry they have selected for a spot check.
Day 7 - The teacher may wish to ask students to turn in drawings in rough draft form.
Day 10- Students hand in completed assignments.

Note: Students might be allowed to have other students or members of the immediate family do the illustrations for them.

C. Follow-up Activity: Students might be asked to find poetry or songs relating to a specific historical event, art, music, or a special day. The teacher could compile a booklet of the poetry and drawings provided by the students and present it to each student in the class. If this is an introductory activity, the teacher may follow up with students writing original poems.

EVALUATION PROCESS: Try to get students to think through the "whys" of the project. This may be done either through oral discussion, or by use of a questionnaire. Why did they choose the theme that they did? From what sources did they draw? What relationships did they see between the selections? How did they benefit from this project? Do finished booklets include an attractive cover, the name of the compiler, a good title, the name of the artist, a table of contents? Ask students to write a concluding paragraph explaining why they chose that particular theme and how they felt about it while working on the project.

Submitted by: Lynn Hughes - Manzanita

Title of Project: Corrective Practice Materials for Improving Reading Rate
Grade(s): Intermediate - 12th Curriculum Area: Language Arts (Reading)
Duration of Activity/Project: 5-10 minutes (or less)

OVERVIEW: Students will practice improving reading rate and comprehension to develop word and phrase recognition through perceptual speed, while maintaining understanding.

TEACHER PREREQUISITES: Have materials prepared for exercises (see below).

STUDENT PREREQUISITES: Students must be able to decode, at a third grade level or better.

SETTING: Reading center--individual study desk.

MATERIALS: Teacher-made (see below).

PROCEDURES:

A. Getting Ready:	Students are familiarized with concepts of improving reading rate during group information and testing sessions.
B. Involvement in Activity:	Students set individual improvement goals. Students contract for improved rate.
C. Follow-Up Activity:	Students keep graphs and charts of improvement.

EVALUATION PROCESS: Students will be timed, by the teacher, on material of comparable level of difficulty and length as administered in post test. Improvement will be noted.

Submitted by: Joyce Roberts - Ashland High School

The following exercises are by nature short practice sessions and would be most productive if they were used by students individually. Each student should have access to the materials. The instructions could include the designated level of practice materials. Repetitions could be varied according to need. The learning activity packages would then be grouped by a coded grade level difficulty. Timing themselves with stop watches or using the second hand on any wall clock, gives students the opportunity to be self directed. With corrections on the back of the cards, feedback to the student is immediate. Charts and recorded time and comprehension scores for each practice activity would serve the dual purpose of student motivation to progress toward their goal, and as a reference for teachers to spot check.

When individuals are deficient in rate of comprehension, corrective practices can be individualized by using teacher made material such as:

A. Magazine articles that are fairly easy and interesting for the grade being taught are ideally suited for practice in improving rate of comprehension. It is suggested that expository articles, 500 to 1,000 words in length, be mounted on cardboard. On the back side of the cardboard, ten questions pertaining to the article should be written. A library card pocket can be used to conceal a slip of paper on which the answers to the questions are written.

A file of similar articles should be evolved so that pupils can be given periodic practice in improving reading rate. Each pupil is encouraged to keep his own progress chart and to enter into vigorous competition with himself.

B. Provide pupils with 3x5 cards. Show them how to expose a line of print very briefly by means of a quick pull-push movement with the fingers. Encourage pupils to practice in this manner on the above materials so as to broaden their recognition span.

C. Provide pupils with selections in which they are instructed to insert vertical lines between words to highlight the phrasing. The selection with lines inserted to show proper phrasing can appear on the back of the exercises.

D. Provide pupils with paragraphs in which they are instructed to underline only key words. The selection with key words underlined can appear on the back of the exercises.

Title of Project: ESP - A Game to Expand Sight Vocabulary
Grade(s): High Intermediate Curriculum Area: Language Arts (Reading)
Duration of Activity/Project: To be determined by teacher

OVERVIEW: To provide meaningful reinforcement of sight words through the use of synonyms.

TEACHER PREREQUISITES: Mark the gameboard (below) on the ditto master and make a copy for each student who will play the game. Print the following list of words on a transparency: FUNDAMENTAL, BOMBARD, DELICIOUS, CEASE, CURRENT, SCARCE, REPLACE, AWE, SKINNY, NOTICEABLE, UNDERTAKE, ADORE, QUESTION, ENLARGEMENT, MIGHTY, WRECK, HINT, SUBMIT, CONSIDERATE, CONCERNED.

STUDENT PREREQUISITES: Students need to be able to understand and follow directions.

SETTING: Regular classroom setting.

MATERIALS: Ditto master, clear transparency, each player needs a marker (corn kernels or paper clips are fine).

PROCEDURES:

A. Getting Ready: Teacher passes out an ESP gameboard and nine markers to each player. Teacher shows the word list on the transparency and explains they are to select nine words from the list and write a different one in each of the squares on their gameboard.

B. Involvement in Activity: Teacher reads through the following list one by one: UNUSUAL, DEMOLISH, EXCHANGE, INSINUATE, ASTONISH, YIELD, EMACIATED, SYMPATHETIC, CONSPICUOUS, ANXIOUS, PRIMARY, ENDEAVOR, ATTACK, WORSHIP, LUSCIOUS, SUSPECT, TERMINATE, EXPANSION, CONTEMPORARY, OMNIPOTENT.

Students look over their gameboard, in bingo fashion, trying to locate a word with the same meaning of the word teacher reads. If they find one, they place the marker in the square. The game continues in this manner until someone gets three markers in a row, vertically, horizontally, or diagonally. This player says "ESP" and is the winner.

NOTE: Check the winner's squares to see if all the words were called.

C. Follow-Up Activity: This game could be used as a reinforcement for spelling words.

EVALUATION PROCESS: Evaluation can be based on the students' ability to locate synonyms quickly and correctly.

Submitted by: Sandra Cook - McLoughlin Jr. High

E	S	P

Title of Project: Reading Books by Tape Recorder
Grade(s): 6th - 8th Curriculum Area: Language Arts
Duration of Activity/Project: two periods on successive days

OVERVIEW: This is an activity for low SA[illegible] or low grade level readers, many of whom may never have read an entire book. Students will learn that they can read a book to its completion. The students will quietly listen to a book being read on a tape recorder while following along in an identical book in front of them. The following day the students will write a book report with the guidance of their teacher.

TEACHER PREREQUISITES: The teacher will have pre-recorded a book on tape or obtained a prepared recording.

STUDENT PREREQUISITES: Students must be able to read on a minimal third grade level and be able to follow simple instructions.

SETTING: Quiet classroom.

MATERIALS: Tape recorder, cassette of a novel, read-along books, penmanship paper and pencils.

PROCEDURES:

A. Getting Ready:	Books should be on children's desks when they enter the classroom. The teacher gives an introduction to the story and tells about the author.
B. Involvement in Activity:	Students will read along in their books while the person on tape reads the story. The teacher should watch to make certain students are following along by checking when the tape tells them what page they are on.
C. Follow-up Activity:	Use a longer recording to increase student listening competencies.

EVALUATION PROCESS: Students will have benefited from this activity if they have listened and followed along in their books. The book report will be a means to determine success or failure.

Submitted by: Wilma Dames - McLoughlin Junior High

NOTE: One book that appeals equally to boys and girls is BLACK BEAUTY and copies are readily available.

Title of Project: Roget's Thesaurus and Vocabulary Building
Grade(s): 6 - 8 Curriculum Area: Language Arts
Duration of Activity/Project: Any duration (or used as an on-going activity) depending on specific goals of individual teachers

OVERVIEW: Students will increase their vocabulary by working with groups of synonyms, aided by Roget's Thesaurus. (see below) The purpose is also to help students select a wider variety of ways to express themselves in writing.

TEACHER PREREQUISITES: The teacher must know how to use Roget's Thesaurus and be able to explain to the student its use in relationship to the worksheets.

STUDENT PREREQUISITES: Students must have basic understanding of most "key" words presented at this level. If not, lower level lists may be used.

SETTING: Classroom.

MATERIALS: Individual worksheets prepared or Hay's Activities for Vocabulary Building; Roget's Thesaurus pocketbooks (dictionary needed occasionally).

PROCEDURES:

A. Getting Ready:	Tell students how using Roget's Thesaurus can make their writing more interesting for themselves as well as for others. Show students how to use it.
B. Involvement in Activity:	Whole class project, independent activity after regular work is finished, enrichment for more capable students and small group projects.
C. Follow-Up Activity:	Creative Writing - have students write series of short individual or small group stories using a specified amount of synonyms from lists. Students may share stories with class members, enter any creative writing contests, or submit them to the school or county library newspapers.

EVALUATION PROCESS: General observation of students working with these materials and individual gain and progress achieved.

Submitted by: Jeanette Dean - North Middle School

SYNONYM GROUPS (verbs)

Directions: All words under the sentence have the same meaning as the Key Word except one. Cross it out and write it under the group where it belongs.

1. We forbid chewing gum in school.
   - disallow
   - ban
   - prohibit
   - succumb
   - outlaw
   - veto

2. Then the bridge began to shake
   - quake
   - trudge
   - shiver
   - tremble
   - shudder
   - quiver

3. You are trying to cheat me
   - swindle
   - gyp
   - fleece
   - rook
   - peruse
   - defraud

4. We saw him walk down the street.
   - stroll
   - stride
   - amble
   - vibrate
   - saunter
   - plod

(these are 4 out of a group of 9 examples)

SIMPLIFYING SENTENCES (verbs)

Directions: Some words are underlined in each sentence below. Make the sentences easier to understand by writing the "key word" for each underlined word in the blanks. (The "key word" is the underlined word at the top of each Synonym Group on pages 8 to 10). The "Synonym Group" number is shown in parentheses.

1. If we prohibit (1) parking here, drivers will be bewildered.
   If we ______ parking here, drivers will be bewildered.

2. I'll saunter (2) to the bookstore and nullify my order.
   I'll ____ to the bookstore and nullify my order.

Title of Project: Developing Outlining Skills for Seventh Grade

Grade(s): 7 Curriculum Area: Language Arts (Composition & Grammar)

Duration of Activity/Project: Four or five class periods (45 min.) depending on the class size and the choices of subjects.

OVERVIEW: The outline unit is designed to help students organize research material into a form from which they can give a speech to inform. Each student works individually and makes his/her own topic choice.

TEACHER PREREQUISITES: Teacher should complete each step in the procedure before working with the students. Teacher should select a short story about an animal which provides many facts. Teacher should have models of introductions and conclusions.

STUDENT PREREQUISITES: Basic understanding of how to research a topic.

SETTING: Writing surfaces for students.

MATERIALS: Blackboard and chalk or overhead projector, two or three sets of encyclopedias, paper and pencils.

PROCEDURES:

A. Getting Ready: Read a short story orally describing the life, habitat, and characteristics of an animal. (Students take notes on the material as it is read). Read a second time if necessary.

B. Involvement in Activity: As students volunteer information from their notes, write it on the blackboard or overhead. Order is not important, but all the details need to be listed. Discuss four or five classifications into which the information can be organized: description, characteristics, habitat, and food. (Type of material will determine the classification). Using outline form, combine facts into form and write on the board:

I.
    A.
        1.
            a.

Teacher will give the assignment: Using the encyclopedia as the reference, the student will select an animal, read the information, take notes, and organize material into outline form. After the body of the outline is completed, the teacher will read examples of introductions and conclusions. Students will write a paragraph or two to introduce the outline, and a summary sentence concluding the outline.

C. Follow-up Activity: Students will use the outline to give a speech.

EVALUATION PROCESS: Teacher will grade the outlines for organization, form, and mechanics. (spelling, capitalization, punctuation, etc.).

Submitted by: Barbara McDougall - McLoughlin Jr. High

Title of Project: Magazine Appeal

Grade(s): 7th Curriculum Area: Language Arts (Reading)

Duration of Activity/Project: 2 days

OVERVIEW: Students will recognize the general appeal of magazines. Students will be aware of the extent of magazine publishing and topic coverage. Students will consider periodicals as an important source of current information.

TEACHER PREREQUISITES: Be prepared to discuss magazines (see below). Have hand-out prepared.

STUDENT PREREQUISITES: The student must understand all that the teacher has basic knowledge of from below.

SETTING: This project will take place in the library.

MATERIALS: All the magazines that are on display in the library.

PROCEDURES: Teacher will need to cover the following areas with students:

a. Magazines provide a major source of reading materials and supply their readers with a great variety of articles of current interest.

b. Magazines are called periodicals because they are published at regular intervals.

c. Publishing price, and subscription information is usually located in the front of the magazine.

d. Advertisements are usually related to reader interests. Explain that magazines depend on advertisements as the main source of income; the income from magazine purchases usually does not cover production costs. Over one billion dollars is spent each year by business and industry for advertising in periodicals. Guide students to discover the close relationship between advertising and general content of magazines.

e. Magazines are sold in newstands, drug stores, and many other stores. Also, they are found in homes, schools, libraries, trains, airplanes, barber shops, beauty parlors, offices, and waiting rooms.

f. Suggest some reasons that magazines appeal to people:
   1. Articles are short, of current interest, and readable.
   2. Subject matter is sufficiently varied to satisfy many interests.
   3. Format is attractive and convenient to handle.
   4. Issues are easily accessible for purchase and for browsing.
   5. Price is low enough not to deter purchase.

g. Explain that thousands of magazines are available through subscription only, because they are so specialized that only a small group of people have interest in them. (Professional and trade journals). Also, many magazine publishers reserve the right to refuse a subscription.

h. Point out that most popular magazines are issued weekly or monthly.

EVALUATION PROCESS: Do the students look over the magazines on their next visits to the library?
Do the students check out back issues of magazines to take out and read?

Submitted by: Jackie Olander - South Middle School

Individualized Periodical Activity

Name ____________ Date ____________

Choose a magazine—look for one you don't usually read. Look through it first, then answer the following:

1. Name of magazine:

2. Monthly, weekly, or other:

3. Give examples (2 or 3) of main advertisements (cars, cosmetics, etc.)

4. What are some of the articles about? (Wild Life, Beauty, Motorcycles, Health, etc.)

5. Read one article. Write what it is about and something interesting you learned.

6. Would you like to subscribe to this magazine? Why?

Title of Project: READING SKILL BUILDER CARDS

Grade(s): 7th Grade Curriculum Area: Language Arts

Duration of Activity/Project: Each card should take the student about 10-15 minutes to complete. The project that goes with the card would take added time.

OVERVIEW: There will be many (100+) railboard, laminated cards with words (from magazines, newspapers, etc.). On the back of each card are questions and activities to do with the words. Each card is one specific skill. Examples: Long a words, syllabication by VCV rule, homonyms, Volume I of encyclopedia, etc. Student uses card for seat practice in reviewing skill previously taught by teacher.

TEACHER PREREQUISITES: Must make up cards.

STUDENT PREREQUISITES: Must have had prior direct teaching on skill.

SETTING: This activity would be seat work for points (each card worth 10 points with additional 5 for extra project work).

MATERIALS: The students need their own paper and pencil and one of the cards. Magazines and newspapers and construction paper, scissors, and glue are necessary for extra credit projects.

PROCEDURES:

A. Getting Ready B. Involvement in Activity:	This is a fun way of practicing what has been learned. Motivation comes from the fun of finding words and making a word collage and from earning points - so many mandatory for certain grade a week.
C. Follow-Up Activity:	The follow-up activities on the card for the extra 5 points involves the student in searching for words dealing with the same skill and making their "own cards".

EVALUATION: Points will be given for the number of questions right out of the 10 on the card. The extra credit project will get 5 points if done according to directions. If not done according to directions, the student doesn't understand skill and re-teaching must occur. If a student is consistent in not completing an extra credit project, student and teacher should get together and see what that student would like to do in way of word-usage extension. This has never been a problem.

Submitted by: Pam Pingle - Eagle Point Junior High

Title of Project: Film Festival

Grade(s): 7th (can be adapted to many grade levels) Curriculum Area: Language Arts

Duration of Activity/Project: Forty or fifty minutes

OVERVIEW: Students watch film of high interest level. Teacher writes words pertaining to the film on the board. After viewing the film, students write on topic of their choice or teacher-directed topic, depending on the purpose of the lesson. Students read story to teacher.

TEACHER PREREQUISITES: The teacher must choose interesting films and have a list of vocabulary words students can use when writing.

STUDENT PREREQUISITES: If students are to write on a specific topic after viewing the film, they should know what to look for ahead of time.

SETTING: Classroom

MATERIALS: It is preferable for each student to keep his/her film festival papers in a separate folder, so improvement in both quality and quantity of writing can be noted. Students will need paper, pencil or pen.

PROCEDURES:

A. Getting Ready:	If students are to write on a specific topic relating to the film, they must be directed by the teacher in what to look for.
B. Involvement in Activity:	Students watch film and write on it. Each student reads what he has written to the teacher sometime during the week. Teacher fills out goal chart so student will know what they did well. Goals not achieved show what areas need improvement. At first, it is good to do this activity once a week so students can increase the amount they write. Because students like this activity, it can be used as a reward later on in the year.
C. Follow-up Activity:	Vocabulary from films can be used for vocabulary building through games devised to go with the words.

EVALUATION PROCESS: The following will show progress or indicate success:

1.) Comparison of writing from early film festivals with later ones
2.) Analysis of goal charts
3.) Movement from easy goal level to higher goal level
4.) Request by students for more film festivals

Submitted by: Pam Pingle - Eagle Point Junior High

Title of Project: Let's Pretend--Script Writing for Puppet Plays
Grade(s): 7th & 8th Curriculum Area: Language Arts
Duration of Activity/Project: Three or four 45-minute class periods

OVERVIEW: Working in pairs, students will create characters which will be performed by puppets. Each student, after assuming the role of one of the characters in the play, will be responsible for improvising a dialogue. Students will be questioners; one student will be the writer. (Dialogue is usually written on large sheets of paper).

Students will create a more interesting script with all the elements of a play clearly integrated into their writing.

TEACHER PREREQUISITES: The teacher should have a puppet play ready to perform, be prepared to model the talk-write process, and review the elements of a play.

STUDENT PREREQUISITES: Students should know the elements of a play and script form.

SETTING: Room with writing area large enough to accommodate large pieces of paper.

MATERIALS: 3' x 3' butcher paper for each pair of students (large construction paper or shelf paper works well too); wide felt tipped pen for each pair of students.

PROCEDURES:

A. Getting Ready: Teacher will model the talk-write process.

B. Involvement in Activity: Teacher will give the following assignment to the class:

> Using the talk-write method, write a puppet script involving two or three characters and a problem-solution situation. Develop the plot: plan the conflict, the climax, and conclude with a resolution.

Teacher will move from group to group making comments and encouraging the writing process.

In editing groups, the students will share their scripts with other students for comments and improvements.

Students will write the scripts on regular notebook paper to hand in.

C. Follow-Up Activity: Using their final script and hand puppets made to represent the characters, students will perform puppet plays.

EVALUATION PROCESS: Teacher will read the scripts making comments and noting errors. Papers will be returned to the student for rewriting - no grade given at this time.

Students rewrite the scripts in final form and submit them for a grade.

Submitted by: Barbara McDougall - McLoughlin Junior High

Title of Project: Library Skills Test--Evaluation of Skills Learned
Grade(s): 7-8 Curriculum Area: Language Arts
Duration of Activity/Project: One 45 minute period, but may be finished the following day if some student needs extra time.

OVERVIEW: After teaching students to use the resources of the library, it is desirable to test their knowledge. This test is designed to follow eight skill lessons. This activity may be completed as a class, or individuals may do the test whenever time is available.

TEACHER PREREQUISITES: Familiarity with the library, eight skill lessons prepared and current information. It is advisable for the teacher to do the assignment before giving it to the students.

STUDENT PREREQUISITES: The test follows eight skill lessons using the library; each student should complete all lessons before he takes the test.

SETTING: In the classroom (for directions and distribution of materials) and in the library (for location and use of the resources).

MATERIALS: Pencil, prepared ditto answer sheet, and a set of eight resource cards for each student (see below). The cards can be laminated and then used to write on.

PROCEDURES:

A. Getting Ready:	In the classroom, distribute a set of resource cards and a ditto answer sheet to each student. Explain the procedure to be followed in the library. Use examples on the board or overhead projector for clarity.
B. Involvement in Activity:	Each student works independently in the library. Each student follows the directions on each card and writes the answers on the ditto.

EVALUATION PROCESS: Students will be able to complete the test with accuracy.

Submitted by: Barbara McDougall - McLoughlin Jr. High

LIBRARY CARDS

1. Look under Brazil, Description and Travel. Write the total of a book. Write the call number of the book.

2. Using the title from card #1, locate the book on the shelf. Write the number of chapters and the number of pages.

   If the book does not have chapters, tell how the book is arranged.

CONTINUED NEXT PAGE

3. What is the population of Switzerland ?

4. What is the definition of pseudonym ?

5. What teams played in the World Series in 1942? Which team won?

6. Who won the Academy Award for best actor in 1942?

7. Locate and write titles for the following:

   a. record

   b. poster

   c. kit

   d. filmstrip

8. Locate a magazine article on dog training.

   Write the title of the article, the name of the magazine, and the date of the magazine.

Return the cards to the room. Look in the third drawer in the file to the left of the door.

Surprise!

Title of Project: Speak and Spell in the Classroom

Grade(s): 7-8 Curriculum Area: Language Arts (Spelling)

Duration of Activity/Project: As long as desired

OVERVIEW: This activity is really more of a fun one. It gives students a break from the normal classroom routine and allows them to work with a computer learning device. The students will be working with a device that will give them words to spell, and several different games to play. Students should show an improvement in their spelling skills and uncoding words that have several letters missing.

TEACHER PREREQUISITES: The teacher must be able to use the machine and to explain it to students.

STUDENT PREREQUISITES: Students should have knowledge of the alphabet, how words go together, and be able to read. They must be able to follow directions.

SETTING: Should be a quiet area because the machine is hard to understand and hear if there is too much noise.

MATERIALS: The only material needed is the Speak and Spell game.

PROCEDURES:

A. Getting Ready:	I have found that by demonstrating the game to the class first, you have no need for more motivation.
B. Involvement in Activity:	Once students have used the game they will not have to be asked to use it again. Students should be set up on a time limit schedule. They should be set on whatever level is necessary to challenge them but not to frustrate them. They can procede through the levels as their skills get better.
C. Follow-up Activity:	This is really a built-in follow-up activity since the game can be used over and over again to reinforce what they have learned.

EVALUATION PROCESS: Students should be checked every once in a while to make sure that the words they are working on are the correct level. They should also be checked on their test. Since the machine automatically grades the test, this is easy to do.

Submitted by: Linda Tighe - Lorna Byrne Middle

Title of Project: What Scares Us: Understanding Archetypes
Grade(s): 7th - 11th Curriculum Area: Language Arts/ English
Duration of Activity/Project: one day

OVERVIEW: The students will write a description of the scariest monster they can imagine. Then, as a class, they will study these descriptions to find what they have in common. This will provide a means of approaching the reading of a piece of literature which has a monster in it, or a scary theme (for example, "Murders in the Rue Morgue," "Dr. Jekyl and Mr. Hyde," or what I have used most successfully, Beowulf.) After such an introduction, students are more apt to be interested in "old" literature, looking at it to find clues about themselves and human nature. Studying literature for archetypes also gives students experience in making comparisons and finding similarities, a valuable thinking skill.

TEACHER PREREQUISITES: The teacher should know what archetypes are. A valuable source of information on this subject are the books of Joseph Campbell, particularly The Hero with a Thousand Faces.

STUDENT PREREQUISITES: None.

SETTING: Classroom.

MATERIALS: Paper, pencil or pen, textbooks or copies of literature to be studied.

PROCEDURES:

A. Getting Ready:	Students are instructed to write a paragraph describing the most terrible and fearsome monster they can imagine. They are given a time limit for completing this (twenty minutes of class time is reasonable).
B. Involvement in Activity:	After the time limit is up, the teacher may read some of the compositions to the class, or ask students to volunteer to read their own. After one or two have been shared, the teacher might suggest that students start keeping a list of the details mentioned in other students' papers which also occur in their own. (Typically, the following will occur with most frequency: blood, fangs, long claws, red eyes, and dark hair.) After some discussion of the recurring images, the teacher may ask for reasons why they recur, or alternatively, suggest that it seems strange that we in the 20th century fear the same things our primitive ancestors feared even more, perhaps, than we fear say, a speeding car, or a cloud of radio-active dust, or a carcinogenic chemical. Our reactions might be more appropriate to a caveman than to a member of our society. But there they are: anachronisms, but powerful stimulants to our feelings.
C. Follow-up Activity:	Students read, perhaps aloud, the literary selection this activity was intended to illuminate. Students could explore other archetypes--the hero, the mother, the villain, by a similar procedure.

EVALUATION PROCESS: Student involvement in discussion about the archetypes or the literature being studied might let the teacher know the value of the activity.

Submitted by: Carolyn Williams - North Middle School

Title of Project: Extended Composition Units

Grade(s): 8th Curriculum Area: Language Arts

Duration of Activity/Project: Ongoing

OVERVIEW: These extended composition units are designed to provide extra activities for students who complete communications curriculum ahead of the majority of students.

At the conclusion of these units, students should be able to identify experience as the source for good narrative writing. They should be able to define substance, structure and style as they apply to rhetoric; state the three main purposes for writing or speaking; select manageable topics and revise a paper to eliminate errors.

TEACHER PREREQUISITES: The teacher must be familiar with the text On Purpose, Rhetoric for a Reason.

STUDENT PREREQUISITES: The participating students must have completed the assigned curriculum or proven competency through a pre-test.

SETTING: Classroom

MATERIALS: Text, On Purpose, Rhetoric for a Reason

PROCEDURES:

A. Getting Ready:	Students must demonstrate completion of regular assignments and/or competency through a pre-test.
B. Involvement in Activity:	The students will use the text and proceed through each chapter, following directions in the book. Students should consult with the teacher daily for explanation, discussion and correction of work; students may wish to form a small group to discuss material.
C. Follow-up Activity:	Individuals, or a small group, might determine other activities to broaden the scope of material; these activities should have teacher approval.

EVALUATION PROCESS: Students will be evaluated on their written work, according to the criteria listed in the overview. If they have mastered new skills and techniques, it will show up in their daily work. Tests may be given.

Title of Project: Eighth Grade Writing Program

Grade(s): 8th Curriculum Area: Language Arts

Duration of Activity/Project: Depends on scheduled class time and individual students

OVERVIEW: Students will learn and develop writing skills in order to communicate effectively as members of society. Emphasis will be on frequent writing, legibility, creativity, accurate mechanics, spelling and usage, understanding of traditional grammar, development of clarity and unit of thought, organizational skills, and appreciation of writing. The time spent is determined by several factors including scheduled class time and individual student's rate of progress.

TEACHER PREREQUISITES: Ideally, the teacher should have the skills mentioned above at his command.

STUDENT PREREQUISITES: The student should be at, or near, the eighth grade level in vocabulary and comprehension skills. This program was designed for the average student.

SETTING: The writing should take place in a sunny, well ventilated classroom. There should be carpeting on the floors and paintings on the walls, an occasional poster, and fresh flowers on the teacher's desk.

MATERIALS: Paper, pens, and eighth grade writing program book (adapted from Oregon Writing Project).

PROCEDURES: Follow the instructions in the book, making any necessary adaptations to your situation.

EVALUATION PROCESS: Each student's work will be evaluated as he moves through the booklet. He only proceeds with teacher approval. The teacher assumes a very active role in this project, carefully monitoring each student's daily progress.

Submitted by: Kathleen Bennett - North Middle School

Title of Project: Independent Study for Research Paper

Grade(s): Eighth Curriculum Area: Language Arts (writing) and chosen subject area

Duration of Activity/Project: Depends on concensus of class (4-9 weeks)

OVERVIEW: A project to encourage in depth study on a subject of interest to individual students.

TEACHER PREREQUISITES: Teacher should have hand-out ready (see below), and have students prepared to conduct their own research.

STUDENT PREREQUISITES: To make a decision on a subject of interest, gather appropriate information (from at least four sources), and show work in original and creative ways. To evaluate one's own project in terms of time spent, self-satisfaction, and changes for a future project.

SETTING: Classroom, library, home, field, business, etc.

MATERIALS: Handouts, checklist, resources, notecards.

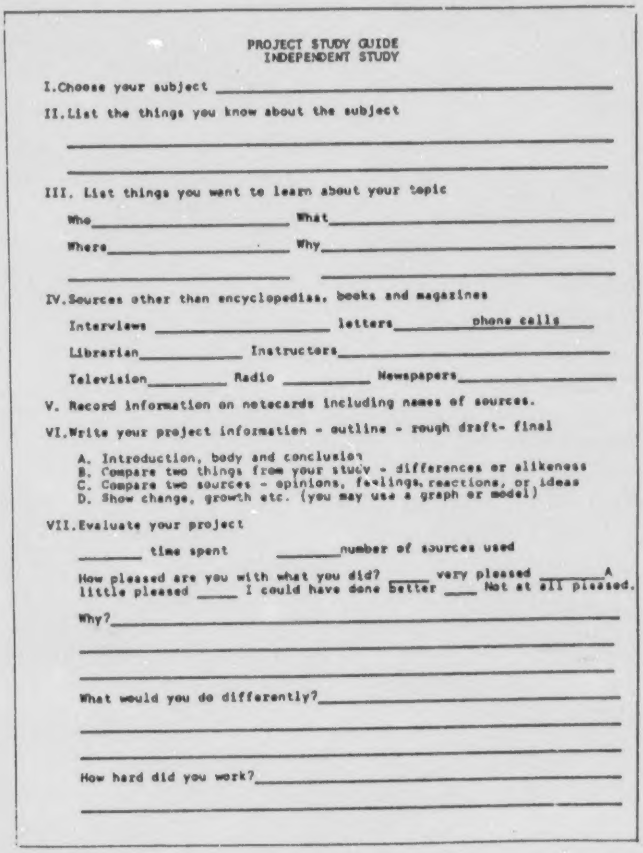
PROCEDURES:

A. Getting Ready: Discuss procedure and determine time limit. Reserve three to five library periods.

B. Involvement in Activity: Allow class time for organizing and writing and check rough drafts.

EVALUATION PROCESS: Papers will be evaluated using the following criterion: A. Ink and double spaced. B. No more than one error per page. C. Minimum of four pages. D. A title page and bibliography. E. Self-evaluation checklist.

Submitted by: Shirley Shipley
North Middle School



PROJECT STUDY GUIDE
INDEPENDENT STUDY

I. Choose your subject ____________________

II. List the things you know about the subject

____

____

III. List things you want to learn about your topic

Who __________ What __________

Where __________ Why __________

__________ __________

IV. Sources other than encyclopedias, books and magazines

Interviews __________ letters __________ phone calls ____

Librarian __________ Instructors __________

Television __________ Radio __________ Newspapers __________

V. Record information on notecards including names of sources.

VI. Write your project information - outline - rough draft- final

A. Introduction, body and conclusion
B. Compare two things from your study - differences or alikeness
C. Compare two sources - opinions, feelings, reactions, or ideas
D. Show change, growth etc. (you may use a graph or model)

VII. Evaluate your project

_______ time spent _______ number of sources used

How pleased are you with what you did? _____ very pleased _______ A little pleased _____ I could have done better ____ Not at all pleased.

Why? ____________________

____

____

What would you do differently? ____________________

____

____

How hard did you work? ____________________

____

Title of Project: Students as Group Teachers

Grade(s): 8th Curriculum Area: Language Arts

Duration of Activity/Project: One quarter

OVERVIEW: Students will teach each other and themselves by using the Teacher's Edition as well as their textbook; students will be provided with a language extension when they have completed all the required performance objectives for 8th grade English; students will be guided in methods of observation and description by using exact words of expression for human behavior.

TEACHER PREREQUISITES: Teacher will need to plan 2 days each week, devoted to learning and teaching 4 textbook pages. Teacher must be prepared to guide students in answering all questions, expressing ideas and writing reactions in a spiral notebook, using complete sentences.

STUDENT PREREQUISITES: Students will need an understanding of procedures and objectives expected of them.

SETTING: Regular classroom

MATERIALS: Spiral notebook, Patterns of Language, "What Do You Know About Being Human," (pp. 76-114), Teacher's Edition and student text.

PROCEDURES:

A. Getting Ready:	Five minute small group discussion about Teacher Edition objectives, emphasis and procedures.
B. Involvement in Activity:	Individual students will follow directions under "procedures." (Each group member will lead, taking turns).
C. Follow-Up Activity:	Follow-up as presented in Teacher's Edition, the last 5 to 10 minutes of each period. The teacher can use this time to check progress.

EVALUATION PROCESS: The teacher can listen to lesson presentations. In addition, completed notebooks will be graded on the following: (a) neatness, (b) assignments finished using completed sentences, (c) spelling, grammar, punctuation, and other writing skills, (d) content of ideas and reactions (relating to the subject).

Submitted by: Shirley Shipley - North Middle School

Title of Project: Comedy in Collaboration

Grade(s): Junior High Curriculum Area: Language Arts

Duration of Activity/Project: One-half hour

OVERVIEW: A team activity to create a comedy story.

TEACHER PREREQUISITES: The teacher should have the following materials ready: magazines, scissors, glue, envelopes with nouns, verbs, adjectives and a few "crazies" cut from magazines. (Kids can do the "crazies"--they might be product brand names or words with a funny connotation).

STUDENT PREREQUISITES: Knowledge and understanding of nouns, verbs, and adjectives.

SETTING: Game table in the corner of a room.

MATERIALS: Butcher paper or colored construction paper, lined notebook paper for beginning of lesson. (Also see "teacher prerequisites").

PROCEDURES:

A. Getting Ready: Have materials out and choose teams for entire class instruction, introduce the game and teach the class to be independent henceforth!

B. Involvement in Activity: Prewriting activity: Write "noun," "verb," etc. on board and go over definitions. Have students give a few examples. (Teacher may create a story on the spot by gluing or writing several magazine word cutouts on sample butcher paper at the front of the room).

Explain that each student picks one noun, one verb, two adjectives, and one "crazy" from each envelope at random and makes a sentence--at the same time making up and continuing a story, carrying it wherever it goes. All team members try to fit their sentences into one story.

Writing Activity: Variations for above: (1) set a timer for ½ the time the first activity took. Pretend you are writing for a newspaper deadline. (2) pass a pad of paper around the group--each person adds three words to continue what went before. (3) write a sentence leaving out one crucial word. Pass it on to the next person who fills in the one word and writes a second sentence, also omitting a crucial word. (At some levels a teacher demonstration will have to go before).

Result: A fantastic story!

C. Follow-Up Activity: Share the results by teams, choosing a member to read the team story.

EVALUATION: Class votes by teams for their favorite story. Teams must be able to support their vote by specific reasons for their choice.

Submitted by: Sandra Cook - McLoughlin Jr. High School

Title of Project: ADVICE COLUMNS

Grade(s): Junior High Curriculum Area: Language Arts

Duration of Activity/Project: To be determined by teacher

OVERVIEW: A reading and writing activity to stimulate a dialogue of ideas. Questions and answers to real or pretend problems done in a newspaper or on a bulletin board.

TEACHER PREREQUISITES: The teacher needs to bring sample columns from newspapers or magazines such as "Seventeen" or "American Girl," columns of Dear Abby or Ann Landers (prescreened), a ballot-type box for handling the letters and responses, bulletin board material if the teacher wishes a child-made bulletin board. Samples may be posted at first for stimulus.

STUDENT PREREQUISITES: Familiarity with "advice columns" is helpful, although not necessary.

SETTING: Regular classroom

MATERIALS: Newspapers, magazines (See teacher prerequisites above)

PROCEDURES:

A. Getting ready: Introduce the idea of an advice column and discuss already known facts about them and why they are so popular. Read some samples and have the children speculate what the columnist will reply. Introduce the idea of real problems in their lives and around the school and the use of fictitious signatures to avoid exposure in certain cases.

B. Involvement in Activity: A tour of schoolgrounds, cafeteria, or nearby neighborhood areas with problems such as littering, may be done if ideas are not easy to obtain from the children.

An all-class letter might be the first written activity to give ideas and serve as a model.

Appropriate language, use of tact, and the use of forceful words should be discussed with models read and discussed.

Students either write a question or pick a question to answer. Other students serve as advice-givers. Letters and answers may be discussed in committees to select which will be submitted to the school newspaper, sent to local newspaper publisher, or "letters to editors"--all may be read aloud to the class by committee members and class discussions may ensue.

C. Follow-up Activity: Some students may wish to illustrate their letter or those of other class members.

EVALUATION PROCESS: Effectiveness of the project can be determined by student interest and involvement.

Submitted by: Sandra Cook - McLoughlin Jr. High

Title of Project: Language at Play -- A game to teach opposites

Grade(s): Junior High

Curriculum Area: Language Arts

Duration of Activity/Project: Depends on teacher preference--can be extended into other lessons

OVERVIEW: Many words in the English language are compound words and are made up of smaller words. For example, understanding, is made up of under and standing. To make an OPPOWORD, take the opposite of one of the words and substitute. Understanding then would become overstanding or undersitting.

Read the following letter:

> Low, Mom and Dad:
>
> Things are wonderempty there at college. I'm getting a short well out of my studies, and my other activities keep me off the walk.
>
> I'm off the armball team and I scored a touchup to spend the game last Stoodurday. No one sat down to cheer me off.
>
> The food here is pretty bad. Yesternight we had colddogs and beans with catsdown, and moondaes with saucercakes for dessert. Delicious!
>
> Well, I've got to stay to a class, so I'll be starting this letter. Badby for then.
>
> Your hating daughter,
> Edie
>
> P.S. Please receive money, slow!

TEACHER PREREQUISITES: Teacher should have a list of compound words prepared for review.

STUDENT PREREQUISITES: Understanding of opposites.

SETTING: Classroom

MATERIALS: Word list of opposites

PROCEDURES:

A. Getting Ready: Make a list on the board for the class:

quarterback	quarterfront
joyful	sadful
brainstorm	braincalm
shortstop	shortgo
hourglass	minuteglass

B. Involvement in Activity: Try to work these into sentences. String some sentences into an oppograph and you have a weird-looking way of writing! A good project for two students to do in tandem. Further hints: oppowords needn't be compound. Single words that have opposites could be used too. In the letter above, "there" was substituted for "here," "out" for "in," and "off" for "on." Start the lesson by finding all the opposites in the letter and offer a prize for the child who gets the most. Bad luck!!!

Submitted by: Sandra Cook - McLoughlin Jr. High

Title of Project: Individualized Reading

Grade(s): Any grade Curriculum Area: Language Arts

Duration of Activity/Project: Graded by quarters

OVERVIEW: A remedial or accelerated reading program designed to teach skill, as needed, by individual students. Opportunities are provided for learners to succeed at the level of their ability and move along as fast as skills are acquired.

TEACHER PREREQUISITES: Teacher must know how many units or pages can be completed in an allotted time. For example, four pages of *Action* or *Double Action* written work, plus reading the story, can be completed in forty minutes by a slow reader (a plodding along sixth or seventh grade remedial student). The daydreamer or goof-off will get less completed resulting in a lower grade. Habits can change for a daydreamer who wants to earn his first A in reading.

STUDENT PREREQUISITES: All work must be completed with 80% accuracy (or it may be corrected to 100%) for credit. For an "A" grade the total for each requirement must be completed. If one requirement is neglected and only completed for the "C" column, then the grade will be a C on the report card or evaluation statement. All work must be in the folder at the end of the grading period.

SETTING: Classroom

MATERIALS: Reading skill books on levels: Advanced, multi-level series, labs, worksheets, books with skill practices, and record sheets.

PROCEDURES:

A. Getting Ready:	Assignments are explained, in general, with specific levels and skills assigned to individuals.
B. Involvement in Activity:	The routine is constant -- students get their folders from an assigned place in the room and work on the known requirements.
C. Follow-up Activity:	Checking to make sure nothing is being neglected. (The tally at the bottom of the requirement sheet.)

EVALUATION PROCESS: Teacher corrected daily answer sheets when requirement is completed each day. The complete folder for amount of work completed in all skills.

Submitted by: Shirley Shipley - North Middle School

6th Grade

Requirements 3rd Quarter
9 Working Weeks

	A	B	C	D
Monday Listen and Think Tapes	1 9	1 9	1 9	7
Tuesday Specific Skills Drawing Conclusions/Facts	5 45	4 36	3 27	2 18
SRA Rate Builders LLIa Orange/silver/olive	5 45	4 36	3 27	2 18
Series TEMPO Free + Easy / Up With Zero	3 27	2 18	1 9	7
Read Spelling Play Dr. Spello	5 4	5 4	5 4	4 3

80% accuracy on all written work
Must accept the assigned part in the play, read loud enough to be heard by fellow students, follow along and come in at proper times, and be courteous to fellow readers.

TALLY

	1	2	3	4	5	6	7	8	9
Tapes Level E									
Specific Skills									
Rate Builders									
Tempo									
Read Spelling	Read		Read		Read		Read		Read

Must complete all requirements in one column for that grade. Example:

9 tape worksheets A,B,C	27 tempo stories A
45 specific skills A	5 Read Plays A
36 rate builders B	4 Dr. Spello A,B,C

Report Card Grade B

7th Grade

4th Quarter
8 working weeks

	A	B	C	D
Specific Skills Main Idea/Heteronyms/Index	5 units 40	4 32	3 24	2 16
Be a Better Reader Book A	4 pages 32	3 24	2 16	1 8
Library Book-Summary	1 8	3/4 6	1/2 4	1/4 2
Forces-Encounters-Challenges	4 pages 32	3 24	2 16	1 8
Read spelling	4 4	4 4	4 4	3 3

List Library Books

	1	2	3	4	5	6	7	8
Specific skills	卌							
Be A Better Reader	IIII							
Library Book-Summary	I							
Forces, etc.	IIII							
Read Spell Dr. Spello	I	I	I					

Title of Project: Picturing Homographs

Grade(s): 9 - 12 Curriculum Area: Language Arts

Duration of Activity/Project: One class period, approximately 45 minutes to introduce and begin unit; part of second class to finish activity; part of third class period to review and evaluate.

OVERVIEW: Picturing homographs is a prewriting activity designed to stimulate interest in language. Students will use pictures and paper to learn how homographs can be used playfully as in advertisements, or can create problems for the reader when their use is ambiguous.

TEACHER PREREQUISITES: The teacher should collect magazine pictures of homographs, mount them on colorful construction paper, label the homographs with dictionary citations, and have them ready for students to see as samples. The teacher should do the assignment in its entirety to become familiar with both the procedure and problems that might arise.

STUDENT PREREQUISITES: Students should be able to read and decipher dictionary citations.

SETTING: Classroom.

MATERIALS: Dictionaries, old magazines, scissors, construction paper (two 8½" x 11" per student), glue or paste, felt pens, teacher-made samples, dittoed worksheets.

PROCEDURES:

A. Getting Ready: Teacher will introduce homographs by showing samples. The samples can be passed around the class or posted on a bulletin board in view of all the students. (See attached sample.) Teacher asks students to give examples of other homographs and lists these on the board.

B. Involvement in Activity: Day 1: Teacher passes out a dittoed worksheet on homographs to each student. Working in teams of two, students will use a dictionary to complete the worksheet. Approximately twenty minutes should be allowed, although most students will take less time. When the time is up, the class goes through the answers together. Worksheets are turned in on completion for credit. (See attached copy of worksheet.)

Each student will list two homographs on a piece of scrap paper, then look up the dictionary definitions and copy them exactly. Students will look through old magazines to find pictures to illustrate each homograph meaning. If a picture cannot be found, the students can make their own illustrations.

Day 2: Students paste their pictures on construction paper and copy the definitions neatly beneath the picture or illustration. It is important that definitions be written legibly; felt pen is recommended for writing.

When students are finished, they turn their homographs in for credit. Before the next class, the teacher should prepare a place to display homographs. The teacher records the grades or issues completion check.

Day 3: Teacher returns homographs to students and students display their work in a centrally located area. The teacher discusses the homographs one by one as a means of review.

C. Follow-up Activity: Have students write a paragraph using several homographs. These may be in the form of zany stories with teams of two or three students writing the story together.

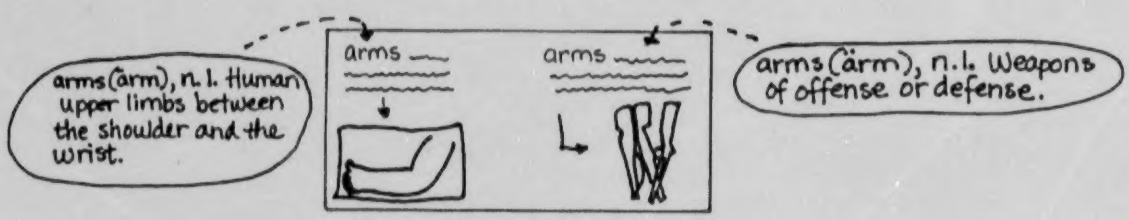
Have students make up an advertisement for a product using a homograph in the ad copy.

EVALUATION PROCESS: A simple objective test on some of the students' homographs could be given; however the follow-up activities mentioned above should give the teacher sufficient feedback to determine if students understand the concept of homographs.

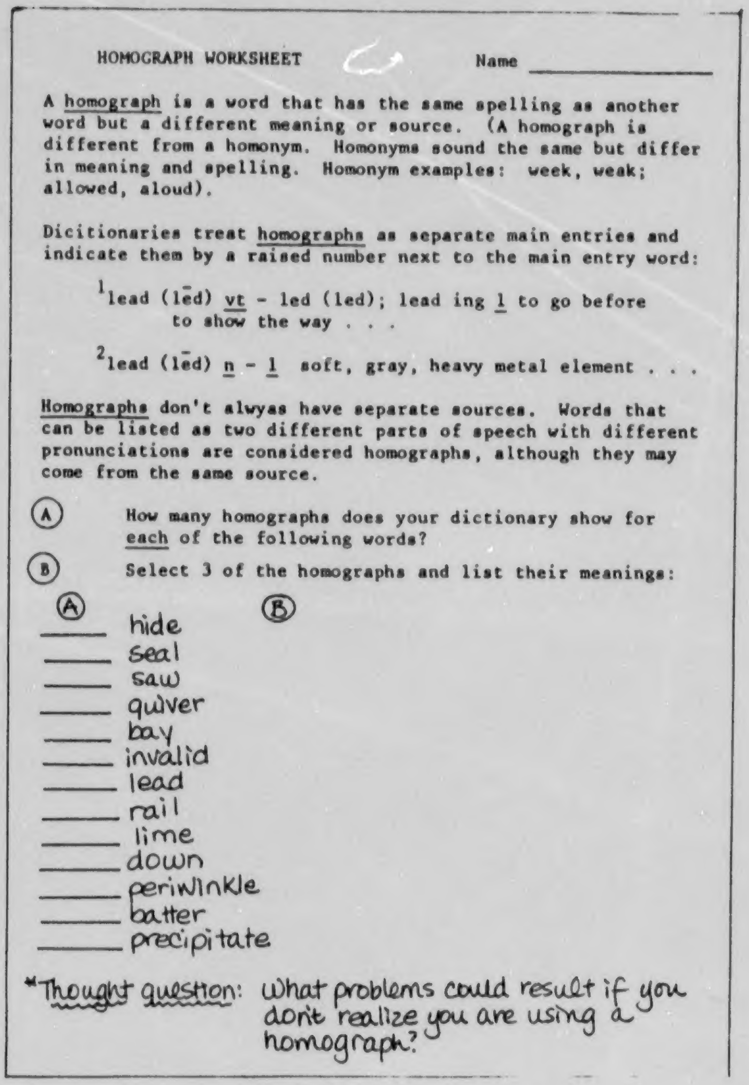
Submitted by: Patricia Wixon - Oregon Writing Project

CONTINUED NEXT PAGE

SAMPLE ILLUSTRATION


arms(ärm), n.1. Human upper limbs between the shoulder and the wrist.
arms
arms
arms(ärm), n.1. Weapons of offense or defense.

HOMOGRAPH WORKSHEET



HOMOGRAPH WORKSHEET Name ______________

A homograph is a word that has the same spelling as another word but a different meaning or source. (A homograph is different from a homonym. Homonyms sound the same but differ in meaning and spelling. Homonym examples: week, weak; allowed, aloud).

Dicitionaries treat homographs as separate main entries and indicate them by a raised number next to the main entry word:

^{1}lead (lēd) vt - led (led); lead ing 1 to go before to show the way . . .

^{2}lead (lēd) n - 1 soft, gray, heavy metal element . . .

Homographs don't alwyas have separate sources. Words that can be listed as two different parts of speech with different pronunciations are considered homographs, although they may come from the same source.

Ⓐ How many homographs does your dictionary show for each of the following words?

Ⓑ Select 3 of the homographs and list their meanings:

Ⓐ Ⓑ

______ hide
______ seal
______ saw
______ quiver
______ bay
______ invalid
______ lead
______ rail
______ lime
______ down
______ periwinkle
______ batter
______ precipitate

*Thought question: What problems could result if you don't realize you are using a homograph?

Title of Project: My Favorite Philosopher

Grade(s): Grades 11-12 Curriculum Area: Language Arts

Duration of Activity/Project: Allow two presentations per class period.

OVERVIEW: Any course in literature automatically encompasses philosophy, for every author, to a greater or lesser extent, projects a unique view of life and the world. An understanding of the philosophies of authors being studied in class makes literature more interesting.

TEACHER PREREQUISITES: The teacher should prepare a list of well-known philosophers, making sure the school library has ample information on all the philosophers. Most school libraries have source material on the following philosophers: Plato, Socrates, Aristotle, Rene Descartes, Benedictus de Spinoza, Immanuel Kant, John Locke, John Dewey, Erasmus, George Hegel, Thomas Hobbes, Gottfried Leibniz, John Stuart Mill, Friedrich Nietzsche, Rousseau, Bertrand Russell, William James, Soren Kierkegaard, Karl Jaspers, Martin Buber, Sartre and Camus.

SETTING: Classroom and school library.

MATERIALS: Paper, pencils, selected books.

PROCEDURES:

A. Getting Ready:	The teacher presents a notable piece of literature and directs students to search for the theme. A character may be selected who represents a particular philosophy of life. For example, the older waiter in Hemingway's short story, "A Clean Well-lighted Place," might be used to exemplify a view of existentialism; or Steinbeck's story, "The Leader of the People," from The Red Pony could serve as an introduction to the philosophy of Immanuel Kant or even Martin Buber.
B. Involvement in Activity:	Begin with Plato's well-known statement, "...the unexamined life is not worth living..." and send students on a search for the meaning of their own lives and the lives of the characters they are meeting in literature. Once the students understand the nature of the search, research and reading will keep them busy. If class time is given to work on these projects, individual conferences should be scheduled daily to keep student and teacher in contact and producing. Care should be taken to include all students at least once in a two or three day period.
C. Follow-up Activity:	Studying subsequent works of literature from a philosophical point of view will reinforce learning.

EVALUATION PROCESS: The oral presentations to the class should be evaluated by all students and teacher. Credit should be given for the quality of research, clarity of presentation and evidence of effort in preparation.

Submitted by: Jayne Merickel - Medford Senior High School

Title of Project: Folk Collections
Grade(s): Senior High School Curriculum Area: Language Arts/English
Duration of Activity/Project: Six weeks

OVERVIEW: To manifest the importance of folklore in everyday life (in addition to its effect on literature), students compile an original collection of folklore indigenous to southern Oregon. Although the emphasis is on original research, an alternative assignment is a fully documented research paper based on professional collections.

TEACHER PREREQUISITES: Basic understanding of folklore in all its genres and available material from the immediate area.

STUDENT PREREQUISITES: Same as above plus interview procedures and research techniques.

SETTING: Student's choice.

MATERIALS: Writing materials, taping equipment, photographic paraphernalia.

PROCEDURES:

A. Getting Ready:	Students must be well grounded in nature of folklore, interviewing, research procedures, and opportunities in southern Oregon. Lists of suggestions for possible research are developed through preliminary class discussions.
B. Involvement in Activity:	Neophite folklorists submit plans indicating their specific genre, their mode of approach, and a rough timetable charting the development of the project.
C. Follow-up Activity:	Copies of successful collections are filed in school libraries. Thank-you letters and possibly copies of the collections are sent to those acting as primary sources or offering essential services. If feasible, samples of collections may also be included in school magazines or newspapers.

EVALUATION PROCESS: All collections or research papers are shared with the class. Discussions include written or oral critiques covering form, content, completeness, application of the process, and possible areas of expansion.

Submitted by: Christ Tarrant - Eagle Point High School

Title of Project: Library Map and Orientation

Grade(s): 1st (simplified version) through high school Curriculum Area: Library

Duration of Activity/Project: One class period

OVERVIEW: Students will work individually to locate and identify different areas of the media center. They will also identify different sections of books.

TEACHER PREREQUISITES: Work up a map and worksheet of your library (see below). These can be laminated on tagboard so they can be used many times.

STUDENT PREREQUISITES: Depending on the difficulty of your map, students might need to know the difference between fiction and non-fiction and have some familiarity with the terms used.

SETTING: Media center

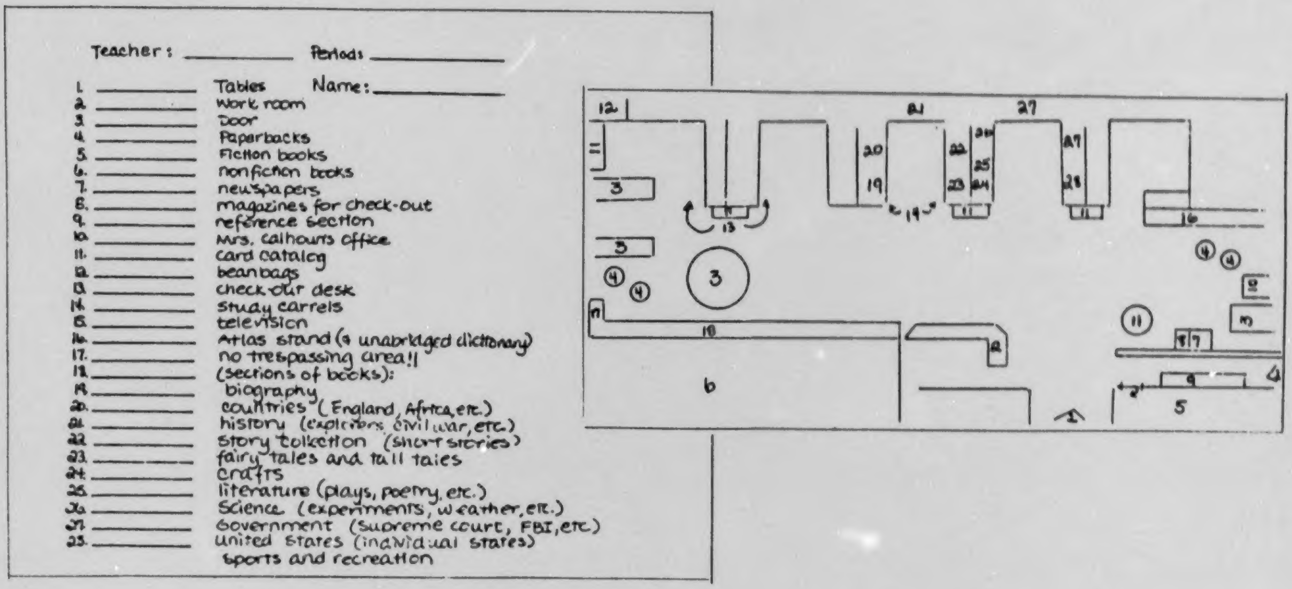
MATERIALS: Worksheet and map of the library for each student and pencils.

PROCEDURES:

A. Getting Ready:	Relate the "treasure hunt" concept to students. Also, the value of being able to locate materials and confidently use the library.
B. Involvement in Activity:	Help students orient or locate their position on the map. Possibly help them locate several items and answer them on their worksheet.
C. Follow-Up Activity:	Have a reverse map or quiz asking where things are located. Give students a blank map and have them fill in locations and names.

EVALUATION PROCESS: There is no evaluation process except to see if students seem more familiar with the location of different areas of the library. This activity will identify those students who have had no prior exposure to formal library skills instruction.

Submitted by: Lynn Calhoun - Rogue River Middle



Teacher: ________ Periods ________

Name: ________

1. ______ Tables
2. ______ Work room
3. ______ Door
4. ______ Paperbacks
5. ______ Fiction books
6. ______ nonfiction books
7. ______ newspapers
8. ______ magazines for check-out
9. ______ reference section
10. ______ Mrs. Calhoun's office
11. ______ card catalog
12. ______ beanbags
13. ______ check-out desk
14. ______ study carrels
15. ______ television
16. ______ Atlas stand (& unabridged dictionary)
17. ______ no trespassing area!!
18. ______ (sections of books): biography
19. ______ countries (England, Africa, etc.)
20. ______ history (explorers, civil war, etc.)
21. ______ story collection (short stories)
22. ______ fairy tales and tall tales
23. ______ crafts
24. ______ literature (plays, poetry, etc.)
25. ______ Science (experiments, weather, etc.)
26. ______ Government (Supreme court, FBI, etc.)
27. ______ United States (individual states)
28. ______ sports and recreation

Title of Project: Making a Counting Book

Grade(s): Kindergarten Curriculum Area: Math

Duration of Activity/Project: Two weeks of short periods of time

OVERVIEW: Students will construct a counting book with a cover and ten pages, numbered, and matching objects. They will be in the correct order. Each child will decorate their own cover to suit the subject. Students will learn to count, write and recognize numbers. They will also learn to match a set of objects to a number. Students will learn the numbers 1-10 in the proper order and match the number of objects with the correct number. Students will be able to put their pages in the proper sequence.

TEACHER PREREQUISITES: Teacher must have basic math knowledge to teach students the information presented in the overview. Teacher must have knowledge of art design.

STUDENT PREREQUISITES: Students must be able to recognize, write, count and sequence numbers to 10. Students must be able to match a set of objects to 10.

SETTING: Classroom, accepting environment

MATERIALS: Pencil, crayons, white paper, colored paper, staples, stapler, paper clips

PROCEDURES:

A. Getting Ready:	Ask students if they would like to write a book. Follow with brief discussion.
B. Involvement in Activity:	Students must ask permission to go ahead to next page when previous one is done. Praise for completed work is advisable. Students should be able to make cover when the "insides" are ready.
C. Follow-up Activity:	Students can read books to another kindergarten class, family, or friends. Books can be placed on table or bulletin board.

EVALUATION PROCESS: Students oral counting, written numbers, recognition of numbers, sequencing and matching of numbers should be improved.

Submitted by: Delores Shearer - Richardson Elementary

Title of Project: Moms and the System 80

Grade(s): Kindergarten Curriculum Area: Math, Language Arts

Duration of Activity/Project: Most of the school year

OVERVIEW: Students will be on the system 80 machines 2 to 3 times a week with moms helping them. They will learn beginning math and language concepts. It helps reinforce the skills and concepts they are learning in the classroom.

TEACHER PREREQUISITES: How to operate machines and what each kit teaches.

STUDENT PREREQUISITES: None

SETTING: System 80 room

MATERIALS: System 80 machines, kits, student record sheet and willing mothers.

PROCEDURES:

A. Getting Ready: A mother from the previous year trains the new mothers on the system 80 procedures. I put students names on the student record sheets. Four students are on the machines at one time. As a student returns, I send in another with their student record sheet. The mothers teach the students how to operate the machines and mark their student record sheet.

B. Involvement in Activity: Finishing one kit and starting a new one.

C. Follow-up Activity: Number books, work sheets, flash cards, music games and personal dictionary books.

EVALUATION PROCESS: I will know how the children have benefited by following their progress on their student record sheet, checking their pre and post tests and by which kit they are working in. Works great.

Submitted by: Joan Williams - Jacksonville Elementary

Title of Project: Tic-Tac-Toe with Subtraction Facts

Grade(s): 1 - 3 Curriculum Area: Mathematics

Duration of Activity/Project: Approximately 15-20 minutes per game

OVERVIEW: Tic-Tac-Toe with subtraction facts is designed for students to see a subtraction problem and hear the same problem. Each student reads a fact problem aloud while looking at a subtraction card held by the teacher. If the correct answer is given the teacher reverses the fact card which gives visual input to the entire class. If the student's response is correct, he goes to the chalkboard and makes an "x" or an "o" in a tic-tac-toe grid for his team. If the response is incorrect, the fact card is reversed so the entire class sees the correct answer and another fact card is shown to a member of the other team.

TEACHER PREREQUISITES: The teacher will have a packet available of subtraction fact cards large enough to be readable for entire classroom presentation, and draw a tic-tac-toe grid on the chalkboard.

STUDENT PREREQUISITES: 1. Students will have been introduced to the concept of subtraction and will have had the opportunity to manipulate objects and materials to reinforce the "take away" or "less than" concepts 2. They will have had the opportunity to study subtraction fact cards with partners 3. They will have had the chance to write subtraction facts with appropriate answers on work and study sheets.

SETTING: Classroom where students have been divided into two teams.

MATERIALS: Chalkboard, overhead projector, or large piece of butcher paper for drawing game grid, and large readable subtraction fact cards.

PROCEDURES:

A. Getting ready: The teacher will divide the class into two teams. Team members will be assigned to desks to wait their turn. One by one they will be asked to read a subtraction fact card and make the "x" or "o" on the grid when a correct answer is given.

B. Involvement in Activity: The game will be played for a time period wherein each student will have at least two turns.

C. Follow-up Activity: Students will continue studying subtraction facts with a partner, using fact cards along with a tic-tac-toe grid drawn on a piece of paper. They will record their correct responses with an "x" or an "o".

EVALUATION PROCESS: 1. The teacher will expose the subtraction flash cards to the students who will copy the entire problem on paper and include an answer for each. 2. The students will be assigned subtraction fact worksheets. 3. The teacher will evaluate and grade both #1 and #2.

Submitted by: Betty Parker - Talent Elementary

Title of Project: Motivation for Learning Addition and Subtraction Facts
Grade(s): 2nd Curriculum Area: Math
Duration of Activity/Project: Year-long

OVERVIEW: The goal of this activity is memorization of basic facts. Students will advance on a bulletin board as they do an increased number of facts in four minutes. (One mistake is usually allowable if they can tell the answer without counting).

TEACHER PREREQUISITES: Know a variety of ways to teach facts.

STUDENT PREREQUISITES: Must know addition and subtraction concepts and understand classroom rules and procedure to govern this activity.

SETTING: Classroom

MATERIALS: Fact sheets, pencil, color pages, etc.

PROCEDURES:

A. Getting Ready: Children are highly motivated to move to the next signpost on the bulletin board. (They are racing themselves, not one another). Each gets a prize when they reach the top.

B. Involvement in Activity: Alternate addition and subtraction facts to reinforce teaching of fact families: if 3 + 4 = 7 then 4 + 3 = 7 and 7 - 3 = 4 and 7 - 4 = 3.

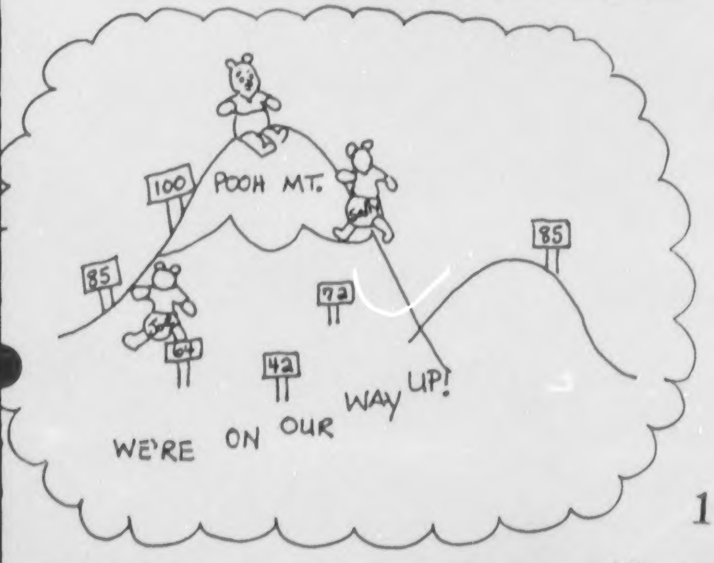
(We don't do this activity everyday--usually only once a week--so motivation remains high).

C. Follow-Up Activity: Fact games, gameboards, Around the World, fact concentration, kit 372.7 (Addition and subtraction are brothers kit FS 372.7 (Arithmetic number facts), kit FS 510 BAS (basic numbers), films:

FD84	Doing and undoing in math.
FD202	The tree of truth (relationship between addition and subtraction)
ED32	Add
ED33	Sub
TD2	Math drill: Add (1-9)
TD4	Math drill: Sub (1-9)

EVALUATION PROCESS: The bulletin board itself shows progress toward the goal; math workbooks will be easier and done faster if students know basic facts; new concepts can be taught and learned more readily; informal observation during the game time will also reveal those students reaching the goal.

Submitted by: Jeri Curzon - Griffin Creek School



Sample

DRILL SHEET ARITHMETIC

Addition facts

7	0	1	0	2	1	6
0	0	7	9	1	6	2

5	1	0	5	2	2	3
2	5	8	1	4	0	3

Subtraction facts

11	11	9	9	6	11	5
-2	-6	-5	-3	-1	-7	-5

11	7	8	7	10	11	5
-9	-4	-4	-3	-5	-4	-4

Title of Project: Math Auction

Grade(s): 4th Curriculum Area: Mathematics

Duration of Activity/Project: This activity is designed to run over a three week period but could be easily shortened or lengthened.

OVERVIEW: This activity will act as a culminating activity for the unit on money calculation, addition/subtraction of decimals, and whatever math processes are chosen as the "money earning" assignments. The students will gain a working knowledge of a checkbook, as far as writing checks, balancing, deposits, and the benefits of written checks as record-keeping tools. A secondary aim will be for students to realize how they have to stay within their means as far as spending and choosing purchases.

TEACHER PREREQUISITES: The teacher needs to have a working knowledge of a checking account, how to construct a mock checkbook for student use (see example) and how to organize a small group of students to perform the "cashier or grading" work that the project involves.

STUDENT PREREQUISITES: The students need to have a good background in adding and subtracting money as well as how the record-keeping in a checkbook works and why. Also, the math processes chosen for the "money earning" projects must be understood well enough to be a reviewing process.

SETTING: All portions of the math auction can be done quite easily in the average classroom.

MATERIALS: Introduction film: Money: What It's Worth (FJ 1530); cardboard (matboard in various colors) to be used as checkbook covers; dittoed check blank forms and checkbook record forms; large chart with names of class to record "money" amounts earned by each student; organized sets of worksheets to be done in order to earn "money" for the auction. Students should have a math book to check on "money" sheets that have processes they question.

PROCEDURES:

A. Getting Ready:	By letting the students know there will be an auction of new or used materials for them to buy, their interest level is easily established. The "stock" in the auction must be appealing to the class and of obvious value. Without this factor, as with you and me, there will be less interest in earning toward a material goal.
B. Involvement in Activity:	The students have a three week period to gain the possible amount of money for the auction. They are responsible to keep their earnings recorded in their checkbook records. Since they can only do the money sheets on their own time, the process lasts well over the allotted period. Also, the fact that they know the auction is coming keeps the project going. The challenge of getting the most problems correct, and thus earning more money, is a great individual motivator. They also know that their checkbooks will be graded at the end of the auction.
C. Follow-Up Activity:	Follow-up assignments or a test situation can be used to see if check writing and record-keeping skills have been retained. Also, those "money earning" assignments that are low can be used to show review areas that are necessary.

EVALUATION PROCESS: The major evaluation tool will be the completed checkbook of each student at the end of the auction. Since each purchase will be noted and must be made by writing a check, the steps and mathematics will be easily checked. The money management goal will be best evaluated as the auction progresses. Some will run out of money early and others will have funds left. A class discussion afterward would be a good follow-up on this goal area.

Submitted by: James Stewart - Briscoe Elementary

SEE NEXT PAGE FOR EXAMPLES AND FORMS

AUCTION

ACCOUNT

John Doe

No. ____

____

Pay to the
order of ________ $ ____

________________ Dollars

Memo: __________
01234-5678-90

#	Description	Amt.	#	Description	Amt.
1	Decimals	56^{00}	6	〰	75^{00}
2	Decimals	75^{00}	7	〰	69^{00}
3	Multiplication	26^{00}	8	〰	21^{00}
4	Division	53^{00}	9	〰	16^{00}
5	〰	22^{00}	10	〰	12^{00}
/	Total $	232^{00}	/	Total $	193^{00}

Title of Project: MATH STORY PROBLEMS

Grade(s): Fourth Grade Curriculum Area: Mathematics

Duration of Activity/Project: To be determined by teacher.

OVERVIEW: Each student will write math story problems to be solved by the entire class. This provides experience in application of computational skills. The desired result is that children know why they're learning to add, subtract, multiply and divide, and in which situation to apply each.

TEACHER PREREQUISITES: General computational skill and the ability to write and solve story problems.

STUDENT PREREQUISITES: Students need a working knowledge of the addition, subtraction, multiplication and division process.

SETTING: This is a classroom activity.

MATERIALS: Pencil and paper are the only materials required. I also use a typewriter and ditto machine to make copies for the whole class.

PROCEDURES:

A. Getting Ready:	To get students hooked on story problems, I ask simple questions about money. (Sam earns $1.00 per hour and worked 4 hours. How much did he earn?) Then I work up to more complex problems. (Sam wants some books that cost 50¢ each. How many can he buy?)
B. Involvement in Activity:	After some experiences like this I ask the kids to write a problem which I type and ditto for the whole class to solve. Next I ask them to write a certain type problem - a division problem or a subtraction problem for example. I might ask them to write one each of several types of problems.
C. Follow-Up Activity:	Later I'd ask for a two step, and then a three step problem. I typed up a four choice answer sheet and asked the students to make multiple choice answers for their problems.

EVALUATION: I keep track of the number of problems each child can solve, and of the difficulty of problems he is solving.

Submitted by: Dennis White - Madrona Elementary

Title of Project: Individualizing in Math
Grade(s): 6th grade (adaptable for 3-6) Curriculum Area: Math
Duration of Activity/Project: see below

DURATION OF ACTIVITY: This could go on all year or you could stop and go back to a conventional way in some chapters. I had the class go "lock step" through the chapter on Geometry. At the end of the year I try to go over all the chapter reviews and chapter tests for the whole book.

OVERVIEW: The students will go at their own pace through our basic sixth grade math book. They check about 95% of their own work. (the teacher's book is always there for them to check). I check all chapter review and chapter tests and enter a letter grade for them. I refuse to let the slow ones or "non-workers" go at too slow a pace. I keep people in at recess if they don't keep a steady pace. What I really like is that I tell students to work a problem and check it. If it is wrong, they don't sit and do nothing until I get there, they do the next one and try again. Many times they can figure out what and why them missed something before I finish helping another student. When I get there they say, "Never mind, I figured it out myself."

TEACHER PREREQUISITES: I would not have tried to teach a subject like this in my first year of teaching or I might not try this approach on a new text book I am teaching from for the first time. You have to know the subject matter, the book, and the kids you are teaching.

STUDENT PREREQUISITES: This activity is really hard on the student who has been "spoon-fed" by parents and teachers. It is hard on both teacher and students if the student is not motivated to produce. After I try all I can think of to motivate this type of student, I furnish motivation by putting whatever pressure I can dream up to get the material covered. This really works well for 80 to 90% of the class.

SETTING: This takes place in a regular classroom.

MATERIALS: Basic text is used and also some supplementary materials. Some of the supplementary materials are used for the top 10% and also for those students that need more drill. This costs no more than a regular program. The only extra materials needed are those you want, something to challenge your good students, or something for the student who has a hard time in math.

PROCEDURES:

A. Getting Ready:	I start with a rousing speech on how I hate "lock step" in anything. Stressing that all people work at different speeds and have different ability, I take the book and tell them to lightly circle the problems for maybe three chapters of the book. On some pages they only do the odd or even numbered problems. If they don't know the difference in an odd or even situation, they do all the problems. (The slowest student remembers the rest of the year what odd and even are!).
B. Involvement in Activity:	Students go at their own pace all the way through the book. When they realize what the procedure is, some really take off--they want to finish the book by Christmas! (and I had a couple that could do it!).

EVALUATION PROCESS: At the end of each chapter, I check the tests. Any grade of D or below, means they must go back and do the even numbered problems and retake the tests. This usually works. The students like to figure out some things on their own. They like working at their own pace, especially the fast students. The slow ones like not being pressured by the fast students. The C.T.B.S. scores are high, the kids say they like math (even the student who used to hate it) and I get good feedback from parents. I'm really sold on it.

A couple of drawbacks are you get spread out, you have to repeat a lot of things, and some students work at a pace that is too slow for me to stand. I feel I have to "jack" those students up, if for no other reason than I'm being paid to teach them and I insist they produce something.

I used to try what I call "lock step." Then I tried "groups" and now I have tried students using their own pace and I like this best so far. Math lends itself to individualizing more than any other subject. I'm still looking for a better way in all areas of study. When I hear of one, or read about one, I try it. I really feel that the way I do math is the best way for me to teach it.

Submitted by: Bill White - Richardson Elementary

Title of Project: Individualized Math Program

Grade(s): 5th and 6th grades Curriculum Area: Mathematics

Duration of Activity/Project: Year long project

OVERVIEW: Students will work on individual math sheets throughout the year. Each worksheet is progressively more difficult and designed to reinforce what was learned before and introduce something new. Students work at their own speed, moving on to a new worksheet only after mastering concept(s) presented in previous worksheets.

TEACHER PREREQUISITES: Teacher will need to have individual math sheets ready and be thoroughly familiar with what each student is working on.

STUDENT PREREQUISITES: Ability to work independently.

SETTING: Classroom.

PROCEDURES:

A. Getting ready: Teacher explains system of individualized math instruction to students. The teacher should emphasize that students will progress at their own rate of speed and will at all times receive sufficient individual help from the teacher to solve problems/concepts they may be having difficulty with. Teacher should explain that students are not competing against fellow classmates but against themselves. Each student will work to his or her individual capacity.

B. Involvement in Activity: Students will be expected to complete nine worksheets for each nine week period as a minimum requirement. They will receive math auction money for each assignment completed. After students have completed the required worksheets, they complete as many more worksheets as their ability and time will permit. If a student completes the maximum number of worksheets available, he/she may either play math games or do other supplementary work with the teacher's approval.

EVALUATION PROCESS: Math quizzes and tests will reflect learning and flag areas where needed help/work is necessary.

Submitted by: Harold Mobley and Bob Shores - Wilson Elementary

NOTE: We have prepared 36 worksheets for both 5th and 6th grade math classes. These materials are available on request.

Title of Project: Flying High in Math

Grade(s): 6th Curriculum Area: Math

Duration of Activity/Project: Once a week for five minutes throughout the year

OVERVIEW: Students will learn and reinforce their math skills and retain basic facts in addition, subtraction, multiplication and division. The desired result is to have 100% accuracy in five minutes or less.

TEACHER PREREQUISITES: The teacher must know the addition, subtraction, multiplication and division process, as well as the ability level of the students.

STUDENT PREREQUISITES: Students should have some success in basic addition, subtraction, multiplication and division facts. They should be able to work under pressure.

SETTING: This activity will take place in the classroom in a timed situation. When the student completes his assignment, the teacher or student supervisor calls off the time that it took to complete the fact sheet.

MATERIALS: Preprinted 100-fact math sheet. Stop watch or clock with a sweep second hand, a recording chart, pencils.

PROCEDURES:

A. Getting Ready:	Pass out fact sheets to individuals and have them write their name and the date on the top of the sheet. When students are ready they are to turn their fact sheet over, face down, and place their pencil on top of the sheet and their hands on top of their head.
B. Involvement in Activity:	Once students are ready, the teacher will say "START" and time students on the completion of fact sheets. When students have completed their fact sheets, they will raise their hand to be given time for completion.
C. Follow-up Activity:	Once the students are finished, and times are recorded, the students or class will orally correct fact sheets. Student times and percentages of accuracy are recorded on the bulletin board. (I use a silhouette replica of a jet airplane for each of the four basic operations).

EVALUATION PROCESS: You will know if students have benefited from this math activity by their progress or movement of the "Flying High" vehicle on the bulletin board. This math activity should carry-over into the students daily math assignments.

Submitted by: Marcia Pritchett - Little Butte Intermediate

Title of Project: Mini Math

Grade(s): Intermediate Curriculum Area: Mathematics

Duration of Activity/Project: This activity should not take over 30 minutes each day depending on difficulty and number of problems

OVERVIEW: Students will receive reinforcement in math by working several math problems daily. These problems will review math processes the teacher has covered throughout the year.

TEACHER PREREQUISITES: The teacher will have on the board, or on a ditto sheet, one or two problems of each math process she has taught during the year. (see diagram below) It is best that a number of problems are made up ahead of time so they are easy to use each day. (The number of problems used each day should be kept at a minimum to cut down on correcting time.)

STUDENT PREREQUISITES: Students should have a basic understanding of the math processes covered throughout the year.

SETTING: This is a good activity to use in a math learning station or as a fill-in activity for math groups until you can help them with their lesson. The learning station should be set up so all the children can use it.

MATERIALS: Paper, pencils and ditto sheets (if desired).

PROCEDURES:

A. Getting Ready:	(See teacher prerequisites.)
B. Involvement in Activity:	I find that if I do this activity every day during the year, the retention rate for the math taught is greater and I don't have to do any reteaching. The teacher can check the problems to see if any children have forgotten how to do the processes. Those that have may be given extra help in these areas.
C. Follow-up Activity:	This activity is already designed to be a follow-up for regular classroom activity.

EVALUATION PROCESS: When given a short review test over all math processes taught during the school year, the student will be able to do each one accurately.

Submitted by: Shirley Hall - Little Butte Intermediate

Math review:

① $\begin{array}{r} 477 \\ 995 \\ +\underline{586} \end{array}$ ② $\begin{array}{r} 7850 \\ \underline{-4221} \end{array}$ ③ $\begin{array}{r} 901 \\ \underline{\times\ 5} \end{array}$ ④ $\begin{array}{r} 52 \\ \underline{\times 40} \end{array}$ ⑤ $\begin{array}{r} 189 \\ \underline{\times\ 41} \end{array}$

⑥ $7\overline{)95}$ ⑦ $4\overline{)342}$ ⑧ $3\overline{)907}$ ⑨ $40\overline{)92}$

⑩ There are 64 bags of hay for 5 goats. Each goat is to get the same amount of hay. How many bags should each goat get? ______.

How many bags are left over? ______

Title of Project: Math Facts Drill

Grade(s): K-12 Curriculum Area: Math

Duration of Activity/Project: From 5 to 15 minutes; repeated as often as required

OVERVIEW: This math drill format is designed to keep all students working at their highest level of competence and toward complete mastery of all math facts.

TEACHER PREREQUISITES: The teacher will make out work sheets, similar to the one below for those areas that need to be memorized. The sheets should be made with increasing difficulty since all students do not need to be working on the same facts.

STUDENT PREREQUISITES: An understanding of the procedure that will be used.

SETTING: Writing surface for students.

MATERIALS: Dittoed sheets of math facts and pencils, counting objects, if necessary.

PROCEDURES:

A. Getting Ready: Pre-drill: Have student write in the correct answer to each problem in a set. Check to make sure all answers are correct.

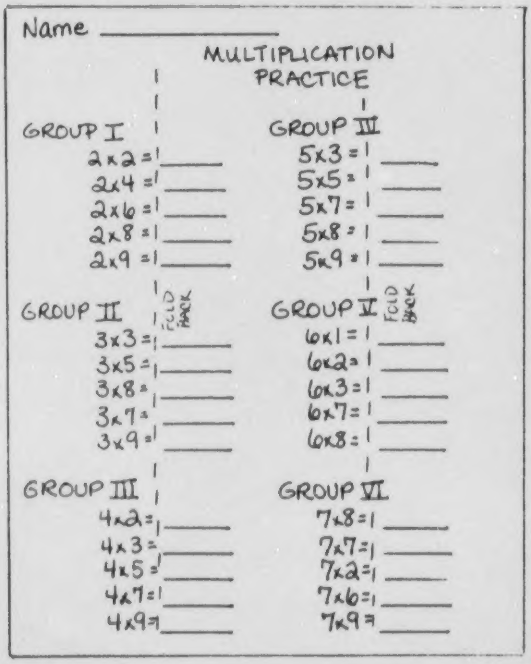
B. Involvement in Activity: Memorization: With problems and answers in front of them, have students repeat the problem and answer orally: 2 + 2 = 4, continuing to the end of the set and then beginning over again. (All students continue until time is called, attempting to see how many times the set can be repeated in the time allowed).

Drill: When the students think they know all the facts in the set, the paper is folded back and the answers are supplied from memory in the same time and oral fashion described above. If turning back to find the correct answer is necessary, more memorization drill is needed. When accomplished to a satisfactory degree, students go on to the next set or sheet.

C. Follow-Up Activity: Post-Drill: These same sheets may be kept by the student and used as reinforcement activity or a quick check for slower students.

EVALUATION PROCESS: The number completed can be used as an evaluation.

Submitted by: Ruth Pepple - North Middle School



Name ____________

MULTIPLICATION PRACTICE

GROUP I
2x2 = ______
2x4 = ______
2x6 = ______
2x8 = ______
2x9 = ______

GROUP II
FOLD BACK
3x3 = ______
3x5 = ______
3x8 = ______
3x7 = ______
3x9 = ______

GROUP III
4x2 = ______
4x3 = ______
4x5 = ______
4x7 = ______
4x9 = ______

GROUP IV
5x3 = ______
5x5 = ______
5x7 = ______
5x8 = ______
5x9 = ______

GROUP V
FOLD BACK
6x1 = ______
6x2 = ______
6x3 = ______
6x7 = ______
6x8 = ______

GROUP VI
7x8 = ______
7x7 = ______
7x2 = ______
7x6 = ______
7x9 = ______

Title of Project: NUMBER BASE SYSTEM GUESSING GAME

Grade(s): Seventh Grade Curriculum Area: Mathematics

Duration of Activity/Project: One class period

OVERVIEW: Students will recognize the binary system by participating in a game in which a puzzle is solved by a knowledge of base two. The game reinforces basic learning of the binary system and leads to knowledge of other number base systems.

TEACHER PREREQUISITES: Must have knowledge of base two.

STUDENT PREREQUISITES: Must have had a general introduction to base two (counting, etc.) for at least one day. This game occurs after a general introduction to the binary system.

SETTING: Regular classroom.

MATERIALS: Overhead projector, acetate sheet--prenumbered, chalkboard and chalk, and worksheet for follow-up activity.

PROCEDURES:

A. Getting Ready: The teacher claims "psychic powers" in knowing a number which students select but do not tell to the teacher. The prenumbered acetate sheet is placed on the overhead projector so students can see the columns for the entire time the game is being played. (See attached chart.)

B. Involvement in Activity: The teacher stands facing the class with back to the board so that only the students can see the projected acetate sheet. The teacher tells the class to think of a number and leaves the room. While the teacher is in the hall, the students select a number and one student writes the number on the board so everyone knows what it is. The number is then erased and the teacher is invited back into the room.

The teacher continues to stand in front of the class with back to the projected image, and the class tells the teacher all the column headings in which the number appears. The teacher performs simple arithmetic in base 2 by assigning 0's to the columns where the numbers do not appear and 1's to the columns where the numbers do appear. The teacher then adds the binary place values of the 1's to get the answer. For example, let us say the number selected by the students is 11 (eleven). Since 11 does not appear in columns A or C, 0's are assigned to those columns. Columns B, D, and E, all containing the number 11, are assigned 1's and the binary place values (the top number of each column) of those columns are added together. Thus, 8 (value of column B) plus 2 (value of column D) plus 1 (value of column E) equal 11.

After being certain of the correct number, the teacher announces dramatically to the class what the number is.

In order for slower students to participate and learn from the activity, after the majority of the class knows how the game works, and while it's still exciting, a student who thinks he knows and wants to try leaves the room while the teacher once more directs the activity. After the number has been selected and the student is back in the room, a sheet of paper is placed on the overhead so only the column headings and the first horizontal row of numbers (which represent the place value for base two) is exposed. The teacher then asks the class, "Is the number in column A?" If the students answer, "Yes," a "1" is written by that column. If the answer is "No," a zero is placed by that column. The process is completed for every column.

The student who has volunteered then studies the chart to determine what the number is. Usually the student, as well as everyone else in the room, understands how the game works. If not, the process can be continued with a small group led by a student who knows the process.

C. Follow-up Activity: As a follow-up, a worksheet with a group of base ten and base two numbers is given to the class. Students write the numbers in the opposite base. They are encouraged to play the game with others in their family.

EVALUATION PROCESS: This activity can be considered successful if students are enthusiastic and are able to solve the puzzle.

Submitted by: Roland Pope - McLoughlin Junior High

CONTINUED NEXT PAGE

NUMBER BASE SYSTEM GUESSING GAME (Continued)

Roland Pope

BINARY SYSTEM

A	B	C	D	E
—	—	—	—	—
16	8	4	2	1
17	9	5	3	3
18	10	6	6	5
19	11	7	7	7
20	12	12	10	9
21	13	13	11	11
22	14	14	14	13
23	15	15	15	15
24	24	20	18	17
25	25	21	19	19
26	26	22	22	21
27	27	23	23	23
28	28	28	26	25
29	29	29	27	27
30	30	30	30	29
31	31	31	31	31

Title of Project: Consumer Math Skills
Grade(s): Twelfth Curriculum Area: Math
Duration of Activity/Project: Forty to fifty minutes

OVERVIEW: Students will be reviewing basic math skills necessary throughout the semester.

TEACHER PREREQUISITES: The teacher must have an understanding of basic math skills to be able to assist the students.

STUDENT PREREQUISITES: Students must know how to add, subtract, multiply and divide simple numbers to complete this activity.

SETTING: At desk in classroom.

MATERIALS: Handout attached, pencil and scratch paper.

PROCEDURES:

A. Getting Ready: Ask students how many feel comfortable with this variety of math skills. Ask how many feel somewhat frustrated figuring percents and decimals in their daily lives. Give a couple sample problems.

B. Involvement in Activity: Students will be asked to practice a sequence of math skills. Each set of problems is harder than the previous one which keeps the students interested and involved.

After completion of the problem sets, the students will correct their papers using a key posted in the classroom. They are to check their errors and get help as necessary.

C. Follow-up Activity: Students will use this sheet for help throughout the semester when figuring other math problems. This is basically to be used as a reference.

EVALUATION PROCESS: The effectiveness of this activity will be determined through teacher observation of how the students use these skills in the future.

Submitted by: Laurie Leever - Medford Senior High

FAMILY FINANCE
CONSUMER MATH SKILLS

Name ______________________
Period ______________________

PURPOSE: Each and every consumer needs to be able to add, subtract, multiply and divide numbers and fractions of numbers quickly and efficiently. Consumers use this skill daily when shopping, adding receipts, and balancing checkbooks. Test your skills with the following, do not use a calculator.

PART I - Addition and Subtraction Skills

Add the following:

1. 50.00 + 6.95 + 2.50 + .39 + 5.00 = ______
2. 6.00 + 2.98 + .13 + 7¢ + $.25 = ______
3. 1095 + .25 + 342 + 16.897 + .04 = ______
4. .006 + .45 + 17.45 + .13 = ______

Subtract the following:

5. $20 - 4.95 = ______
6. 5.98 - .50 = ______
7. 6 - .735 = ______
8. 17.89 - .6 = ______
9. .97 - .0097 = ______
10. 5.23 - 3.85 = ______

PART II - Converting Decimals to Percent and Percent to Decimal

Example: To change a number to percent, simply move the decimal two places to the right and add a percent sign. (.1 = 10%)

Problems: Convert the following to percent

1. .5 = ______%
2. 1.7 = ______%
3. .75 = ______%
4. .9 = ______%
5. .09 = ______%
6. .009 = ______%
7. 11.625 = ______%
8. 30 = ______%
9. 1/2 = ______%
10. 1/4 = ______%

Example: To change a percent back to a decimal, move the decimal two places to the left and remove the percent sign (37.5% = .375)

Problems: Convert the following to decimals

11. 15% = ______
12. 150% = ______
13. 50% = ______
14. 75% = ______
15. .75% = ______
16. .5% = ______
17. 5% = ______
18. 99.9% = ______
19. .03 = ______
20. 1/2 = ______

PART III - Multiplication and Division

Problems: Multiply and divide the following. Remember to include decimals in the answers that require them.

Multiply:

1. 50 x .5 = ______
2. 10 x 1.3= ______
3. 25 x 15%= ______
4. .7 x 2 = ______
5. .9 x .5= ______
6. .002 x 55= ______

Divide:

7. 14 by .5 = ______
8. 5.6 by 2 = ______
9. .98 by .5 = ______
10. 1000 by 2.5= ______

Title of Project: Beginning Uke

Grade(s): 1st - 12th Curriculum Area: Music

Duration of Activity/Project: 9 months

OVERVIEW: Students will learn how to play a simple 4-string instrument and to read simple music from a teacher-made music booklet. The students will develop a greater appreciation of music, as well as how to keep rhythm, learn to read new words from their music booklet, and learn to create a song in harmony with 2 sets of chords.

TEACHER PREREQUISITES: The teacher should know rhythm and the essential chords of a uke.

STUDENT PREREQUISITES: The students must be willing to try something new.

SETTING: This activity will take place in the classroom.

MATERIALS: Teacher-made booklets, ukes.

PROCEDURES:

A. Getting Ready:	The first month of school the teacher will play the uke and the children will sing along. Then each child will get a turn to come up and strum the uke. (The teacher will build enthusiasm for playing it).
B. Involvement in Activity:	Before school starts each morning, different students will get a chance to strum away on the ukes--getting the feel for them. This will provide instruction in learning to strum the strings and for finger placement (2 different chords). The students will learn to read songs in their music booklet and know appropriate chords to play.
C. Follow-Up Activity:	Students could perform at appropriate events (Grandparents day, annual Mother's day program) or for fellow classmates.

EVALUATION PROCESS: Enthusiasm seen by students, performance of 2 basic chords, comments from students and parents and teacher evaluation.

Submitted by: Carole Allen - Griffin Creek Elementary

Title of Project: Music Game - Classified Ads
Grade(s): 3 - 5 Curriculum Area: Music
Duration of Activity/Project: One class period approximately 45 minutes

OVERVIEW: This game deals with identification of musical instruments. It also helps increase the students' writing abilities if they write the ads. Not only will students broaden their general knowledge of the musical instruments, they will have the experience of writing classified ads.

TEACHER PREREQUISITES: The teacher should have a general knowledge of musical instruments and how to write classified ads.

STUDENT PREREQUISITES: Some writing ability.

SETTING: Classroom

MATERIALS: Paper and pencils, could use prepared game sheet.

PROCEDURES:

A. Getting Ready:	Read several classified ads to students, and have them write an ad as though they were selling a musical instrument. Put ads in box to be drawn and read as guessing occurs, or compile ads on ditto and use next day, or have prepared ads teacher has made in advance.
B. Involvement in Activity:	Each player has a prepared game sheet, or paper numbered for the amount of ads. His job is to guess what instrument is being described in the 'Classified Ad'.
C. Follow-Up Activity:	Unlimited activities could follow this activity to reinforce.

Suggestions:

________1. Lost: Musical Instrument; wooden. Four strings. About three feet long. Also has bow.

________2. Lost: Musical Instrument; small silver pipe. About eight inches long with keys attached.

________3. Lost: Horn. Brass. Has no keys. About six feet long. Nickname, "Tailgate."

________4. Lost: From a moving van, large musical instrument; wooden frame. Has many black and white keys.

________5. Found: Curious wooden tub with leather both top and bottom.

________6. Found: Black wooden musical instrument. About two feet long. Has keys.

________7. Lost: Horn. Brass. Boiled tubing. Three keys.

________8. Found: String instrument. Wooden. Six strings, about four feet long.

________9. Found: Silver musical instrument with keys. About three feet long.

________10. Lost: Musical instruments. Two large brass discs. Look a little like pie tins.

EVALUATION PROCESS: Students will be able to discuss the musical instruments, their descriptions and functions in the musical setting more accurately. They can describe the individual instruments either verbally or written. Will use the correct names when describing instruments in general questioning of musical activities.

Submitted by: Connie Trammell - Wilson Elementary

Title of Project: Musical Mystery Word
Grade(s): 5 - 8 Curriculum Area: Music
Duration of Activity/Project: Varies from 30 minutes to 45 minutes

Number of Players: Individual or Small Group

OVERVIEW: Students will use musical words in mystery word puzzle to find the mystery word. This helps increase musical vocabulary.

TEACHER PREREQUISITES: Have made up the game sheet and be ready with additional clues.

STUDENT PREREQUISITES: Have some basic knowledge of musical terms; although not technical, this activity would be a good review activity.

SETTING: Classroom

MATERIALS: A prepared game sheet - see below

PROCEDURES:

A. Getting Ready:	Ask who would like a puzzle for the super-dupper musical mystery word solvers? This could be a wide-open area--anyway your students are motivated.
B. Involvement in Activity:	The activity is short enough that no long processes are needed to keep them going.
C. Follow-Up Activity:	There are unlimited follow-up games with which this could be followed.

EVALUATION PROCESS: The students with the mystery word will have solved the puzzle correctly.

Musical Mystery Word

Directions: Complete the following phrases to discover the Musical Mystery Word.

☐◯☐☐ 1. a whole ____________
☐☐☐☐☐☐◯ 2. less than a half note, but greater than an eighth note. ____________
◯☐☐☐☐ 3. violin, viola, bass violin ____________
◯☐☐☐ 4. Less than a whole note, but greater than a quarter note ____________
☐☐☐◯ 5. A melody may also be called a ________
☐☐☐◯☐ 6. woodwind, string, percussion and ____________
☐☐◯☐☐ 7. a conductor uses the ____________
☐◯☐☐☐ 8. A keyboard instrument with pipes ________
☐◯☐☐ 9 They perform at half-time ________

Now take out the circle letters and find the Musical Mystery Word: ____________

Answers: 1. note 2: quarter 3. cello 4. half 5. tune
6. Brass 7. baton 8. organ 9. band

Submitted by: Connie Trammell - Wilson Elementary

Title of Project: Scrambled Musicians
Grade(s): 5 - 8 Curriculum Area: Music
Duration of Activity/Project: 30 - 45 minute period

OVERVIEW: This activity will help students become familiar with the classical composers' names.

TEACHER PREREQUISITES: A general knowledge of the classical composers' names.

STUDENT PREREQUISITES: Students should have heard the names of the classical composers, however, a detailed knowledge is not necessary.

SETTING: Classroom

MATERIALS: Paper and pencil if using the chalkboard. Prepared game sheet if not using list on board.

PROCEDURES:

A. GETTING READY: Play the beginning of a classical piece of music--as passing the scrambled game--tell students we will be unclassically their brain. To do this they need to follow the directions on the game sheet.

B. INVOLVEMENT IN ACTIVITY: Short activity will need no added motivation to keep going.

C. FOLLOW-UP ACTIVITY: To follow-up, you could begin playing more classical pieces with the composer discussed.

EVALUATION PROCESS: Student will complete the game sheet and unscramble the composers' names.

Directions: Here are some of the world's greatest composers in scrambled form. Let each player time himself (if desired) to see how quickly he can unscramble the entire list. To make it a little easier, you may list the answers in another place so that the student may have a checklist. Another tip to make it easier for younger students: Capitalize the first letter of each name.

chab
hnusmacn
tozmra
gewarn
ochnip
venteobhe
ossau
lanedh
reenibstn

Answers:

Bach
Schumann
Mozart
Wagner
Chopin
Beethoven
Sousa
Handel
Bernstein

Submitted by: Connie Trammell - Wilson Elementary

Title of Project: A Foolproof Plan for Music Centers

Grade(s): 6-8 Curriculum Area: Music

Duration of Activity/Project: The centers are set up in 8-week units to cover (1) melody, (2) harmony, and (3) rhythm, to span three 9-week periods

OVERVIEW: The music period is divided into two equal parts which can be geared to the amount of time available. On day one, half the students move between stations labeled GROUP and LISTENING. The other half rotate through the "centers." On the next day, the groups switch. Sample student "Jim" therefore might have this schedule:

Day 1	GROUP	LISTENING
Day 2	Center A	Center B
Day 3	GROUP	LISTENING
Day 4	Center C	Center D

The students change stations at "half-time." The centers can run for four consecutive days, or two days a week for two-weeks. (I ran mine for 2 days a week, with 2, 15-minute sessions). Materials can be changed whenever needed.

The main incentive for having such a program is its appeal to the youngsters. At this age, they really are ready for something "more" in music. From this activity, not only will they gain in the ability to become more self-directing, but the increased motivation of "being on their own" will add significantly to their music learning experiences.

TEACHER PREREQUISITES: The teacher should have the ability to teach a classroom instrument for the GROUP activity, and be able to organize materials for centers.

STUDENT PREREQUISITES: Some acquaintance with music theory is desirable, but not necessary, since slower students can be placed with faster ones in the small groups, and they are free to help each other.

SETTING: The centers shown can all be set up in the same classroom, but preferably with a separate, adjacent area for the "playing station."

MATERIALS: Various--see diagram of centers - next page

PROCEDURES:

A. Getting Ready:	The kids are encouraged to function "on their own" and to think of centers as a privilege they are grown up enough to handle. Abuse of privilege results in "sitting out" the activity for that period. If this is understood at the outset, there are very few discipline problems.
B. Involvement in Activity:	Charts are kept at each station with the students' names so that they can show completion of the self-directing projects.
C. Follow-up Activity:	Learning can be reinforced by recapping and extending center activities or regular classroom presentations can be extended with the use of the centers.

EVALUATION: Students can be evaluated through discussion and quizzes, and opinion/attitude surveys can be included to pick up on strengths and weaknesses of the program. (In one such survey, I found that students attitudes had been significantly improved toward music through the use of centers).

Submitted by: Billie Phillips - Jacksonville Elementary

DIAGRAM OF CENTERS CONTINUED NEXT PAGE

DIAGRAM OF CENTERS

GROUP (4-8 students)

Small group instruction:
piano
autoharp
Guitar
recorders
other?

↔

LISTENING (4-8 students)

Earphones set up around a large table for:
Narrated records
Tapes
Listening lessons, etc.

Ⓐ 2-4 students

"Notation" Station
worksheets, numbered in order of difficulty, self-directing and self-correcting

Ⓑ 2-4 students

"Games"
Word puzzle games, theory games, i.e. Music Bingo, Play the Beats, etc.

Ⓒ 2-4 students

"Creation Station"
Variety of projects used, from writing reports on Instruments and composers, to working up their own composition or T.V. Commercial

Ⓓ 2-4 students

"Playing" Station
Opportunity for hands-on practice with inst. taught in GROUP (not piano) with Job Cards, Taped activities, self-directing Booklets.

Title of Project: Product Purchase by Means of Installment Credit

Grade(s): Senior High School Curriculum Area: Personal Finance

Duration of Activity/Project: Two weeks

OVERVIEW: The students will choose a major item, such as a car, motorcycle, sewing machine, etc., that they would like to buy. They will do research on the items for price/quality comparison. They will do an installment credit comparison from at least two sources. From this assignment, the student will learn how to comparison shop for both product and financing.

TEACHER PREREQUISITES: The teacher must know which resources are available and which lending institutions will allow students to talk with them about credit.

STUDENT PREREQUISITES: The student must have knowledge of where to find information on products such as Consumer Reports, Consumers' Research, manufacturer information and sources of consumer credit. The student must learn to read contracts and information to make objective judgements.

SETTING: This activity will take place in the classroom, in stores, car lots, and lending institutions.

MATERIALS: No special materials will be needed--students will gather their materials.

PROCEDURES:

A. Getting Ready: Let students give choices of what they would buy if they could buy anything they wanted, within reason. Have them suggest ways they could buy these items.

B. Involvement in Activity: Students will do the following:

1. Make a choice of the item they would like to buy.
2. Go to the library to do research on the item of their choice (one class period).
3. Go to at least two merchants and do a comparison of items and prices (during first week).
4. Compare at least two sources of credit as to requirements, rates and special costs (during second week).
5. At the end of the project the students turn in the results of their assignment and give a short report to the class on their findings.

C. Follow-Up Activity: From the students' reports, make a comparison chart of rates, requirements, and policies of lending institutions. Develop a list of steps to follow on how to comparison shop.

EVALUATION PROCESS: As part of the written and oral assignment, students will share what they learned from this activity. Projects will be evaluated as to completion, format and attitude toward doing the assignment.

Submitted by: Don Eastman - Medford Senior High

Title of Project: Occupational Analysis and Budget Planning

Grade(s): Senior High School Curriculum Area: Personal Finance

Duration of Activity/Project: Four days

OVERVIEW: The studentswill study occupations they are interested in entering. They will research educational requirements and special conditions related to the occupation. They will prepare a monthly budget based on expected income. This will give the students a realistic view of the occupation and what standard of living they might expect from this occupation.

TEACHER PREREQUISITES: The teacher must know sources of information on occupations and be able to update information based on such factors as inflation, supply and demand, the economy, etc. The teacher must be able to help students in budget preparation.

STUDENT PREREQUISITES: Students must have an idea of what occupation they would like to pursue. They must be willing to gain a knowledge of general expenses included in a budget.

SETTING: Classroom, library and home.

MATERIALS: Occupations Handbook, budget forms, and Managing Your Money text (chapter 3).

PROCEDURES:

A. Getting Ready: Open discussion of what occupations students plan to enter, why they chose their particular occupation, what income can be expected, what training is needed, and what the chances are of getting a job. After discussion, give assignment "Occupational Analysis." (See below.)

B. Involvement in Activity: Each student will complete the "Occupational Analysis" worksheet and then proceed to the second part of the assignment which will be to prepare a budget based on what they think their situation will be at the time they enter this occupation. (See next page.)

C. Follow-up Activity: After the students have completed the assigned worksheets, again have a discussion on main topics and provide opportunity to see if any students changed their mind or gained a better understanding of their occupation and anticipated standard of living.

EVALUATION PROCESS: Evaluation will be based on written assignments and oral feedback.

Submitted by: Don Eastman - Medford Senior High School

* *

OCCUPATION ANALYSIS

NAME____________________________

PERIOD__________________________

Directions: Using the Occupations Handbook or any other source of information, such as an interview, choose an occupation you feel you would be interested in pursuing. Answer the following questions:

Occupation______________________________

1. What are the educational requirements for this job?

2. What duties and tasks are involved in this job?

3. Describe the working conditions of this job.

4. Describe the earning potential of this occupation over a ten-year period of time. Will there be an increase or decrease in the jobs available?

5. What is the starting salary of this job?

   What is the earning potential of this job in the future?

CONTINUED NEXT PAGE

A BUDGET PLAN

ITEM		AMOUNT
Money income after taxes		$
Savings:		
Future goals and emergencies		
Seasonal and large irregular expenses		
Fixed monthly expenses:		
Rent or mortgage payment	$	
Utilities		
Telephone		
Heat & light		
Water		
Garbage		
Cable TV		
Installment payments		
Auto		
Furniture & appliances		
Credit cards		
Loans		
Other		
Total		$
Flexible expenses		
Food		
Meals at home	$	
Meals eaten out		
Clothing		
New clothes and accessories		
Laundry & dry cleaning		
Household equipment & furniture		
Home improvement		
Maintenance & remodeling		
Household supplies		
Cleaning supplies		
Small items for the home		
Household help		
Baby sitter, cleaning, yard care		
Gifts		
Transportation		
Gasoline		
Repairs and upkeep		
Contributions		
Health (not covered by insurance)		
Medical		
Dental		
Drugs		
Personal care		
Grooming aids		
Barber shop		
Beauty parlor		
Entertainment		
Recreation		
Hobbies & sports equipment		
Vacation		
Miscellaneous		
Papers		
Magazines		
Stationery, postage		
Tobacco		
Others		
Total		$
TOTAL		$

Title of Project: Consumer's Guide To Financing A Home

Grade(s): 12th Curriculum Area: Personal Finance

Duration of Activity/Project: 50-75 minutes

OVERVIEW: Students will utilize formulas to compute monthly payments, total cost of housing, property taxes and the value of housing one can afford at given income levels. The desired result of this activity is to give students an idea of the cost of housing and home financing.

TEACHER PREREQUISITES: The teacher must be familiar with the materials and be aware of the students who have problems with math so he/she can assist them with the problems.

STUDENT PREREQUISITES: Students must have a knowledge of basic math skills and should have completed the consumer math skills assignment before beginning this assignment.

SETTING: Students will complete this activity at their desks in the classroom.

MATERIAL: Handout (below), answer sheet and a pencil.

PROCEDURES:

A. Getting Ready:	To get students interested, a sample set of problems should be reviewed.
B. Involvement in Activity:	Students will be given instructions for the problems they are to complete. Each set of problems involves a different formula which will keep the students' interest.
C. Follow-up Activity:	Students will complete all of the formulas for a set of statistics they develop individually.

EVALUATION PROCESS: The overall success of this activity will be demonstrated through satisfactory completion of the assignment and questions relating to housing costs on a unit exam.

Submitted by: Laurie Leever - Medford Senior High

Consumer's Guide to Financing a Home

Name ____________ Period ________

PART I - How Much House Can You Afford?

Objective: Students will be able to compute the general price range of housing a family can afford according to their income.

Example: The general rule is that a family can afford a house with a selling price between 2 and 3 times their gross yearly income.

If a family's gross yearly income is $25,000 they could afford a house in the $50,000 - $75,000 range ($25,000 x 2 = $50,000 and $25,000 x 3 = $75,000). It's that simple!

Problems: Compute the price range of homes families could afford to purchase given the following gross yearly incomes. Show your math.

1. $12,000
2. $13,500
3. $27,500
4. $33,575
5. $35,250
6. $68,980

CONTINUED ON NEXT PAGE

PART II - The Double-Digit Mortgage Table

Objective: Given a table and sample problems, students will be able to compute the monthly payment of a home loan.

Example: For those who haven't yet personally experienced mortgage rates of 10% and more, here's a chance to compute what the cost would be.

The dollar figures are the monthly payments per $1,000 at each of the interest rates and terms indicated. They cover principal and interest only; insurance and tax installments would be additional.

To determine what the monthly payment would be for any sum you select, multiply the appropriate amount in the table by the number of thousands of dollars you are planning--or hoping--to borrow. Example: For a 25-year loan of $47,500 at 11 ¼%, $9.99 x 47.5 = $474.53. That figure is the monthly payment that's required.

	15 years	20 years	25 years	30 years
10%	10.75	9.66	9.09	8.78
10 ¼%	10.90	9.82	9.27	8.97
10 ½%	11.06	9.99	9.45	9.15
10 3/4%	11.21	10.16	9.63	9.34
11%	11.37	10.33	9.81	9.53
11 ¼%	11.53	10.50	9.99	9.72
11 ½%	11.69	10.67	10.17	9.91
11 3/4%	11.85	10.84	10.35	10.10
12%	12.01	11.02	10.54	10.29

Problems: Compute the monthly payment required for the following loans. Show your math.

1. 20 year loan for $30,000 at 10% interest
2. 25 year loan for $50,000 at 11% interest
3. 30 year loan for $75,000 at 11¼% interest
4. 30 year loan for $35,000 at 11 3/4% interest
5. 30 year loan for $97,250 at 12% interest

Title of Project: Letter of Complaint
Grade(s): 12th Curriculum Area: Personal Finance
Duration of Activity/Project: 50 to 60 minute class period

OVERVIEW: See objective below:

Objective: To understand and apply techniques in successfully writing a letter of complaint.

(To obtain action when you have a complaint about a service or product can be a frustrating situation, unless you use the correct steps for making the complaint. Quick action is the result of several steps in writing a complaint letter).

TEACHER PREREQUISITES: Preparation of the assignment sheet and explanation of the assignment.

STUDENT PREREQUISITES: Understanding the importance of effective complaining.

SETTING: Classroom

MATERIALS: Assignment sheet (see below)

PROCEDURES:

A. Getting Ready: Discussion of effective complaining and the results of following the correct procedure.

B. Involvement in Activity: Students are to follow instructions on the assignment sheet.

C. Follow-Up Activity: Discussion of letters and the different ways used in writing the letter of complaint.

EVALUATION PROCESS: Evaluation of the letter of complaint.

Submitted by: Patti Ellis - Medford Senior High

Assignment Sheet: LETTER OF COMPLAINT

Write a letter of complaint concerning a product or service with which you have not been satisfied. Use the correct business form. The use of correct grammar and spelling will affect the overall grade.

1. Be sure to have all the facts straight (description of the problem, dates of purchase, product identification numbers (model and serial), sales slips, date problem arose, deliveries, product return date, care instructions, and the names of people contacted about the problems.
2. Be explicit about what you want (repairs, replacement of goods, substitute product, money refunded, or an apology).
3. State a reasonable deadline for action to be taken.
4. Keep copies of the letter and inform them of any other letters you might have sent concerning the complaint.
5. Include copies of any sales receipts, cancelled checks, warranties, or proof of purchase.
6. Be firm in stating problem and what you expect, but do so politely. Being fair and realistic in your complaining will receive a response quickly. Be sure every statement is clearly stated.
7. Always use the correct form for a business letter. Appearance is an important factor; type when possible or write neatly.

* * *

INSTRUCTIONS IF TYPED:

(12 spaces)
Your address
City, State and Zip Code
Date

6-7 spaces

To whom the letter is sent
Address
City, State and Zip Code

Dear ________________:

Body of letter ____

____.

Closing
4 spaces, signature, name

Title of Project: Skills Development and Cross-grade Tutoring
Grade(s): Kindergarten Curriculum Area: Physical Education
Duration of Activity/Project: As long as needed

OVERVIEW: 2 fourth, fifth or sixth grade students help the kindergarten students, on a one-to-one basis, with ball and jump rope skills. They tutor for thirty minutes, once a week.

TEACHER PREREQUISITES: Determine skills to be developed and know how to do them. Know how to instruct the tutors.

STUDENT PREREQUISITES: None

SETTING: An area outside the classroom--hall, outside.

MATERIALS: Large rubber balls--jump ropes--record sheet.

PROCEDURES:

A. Getting Ready:	Ask for upper grade students who are interested in working with kindergarten students. Schedule students through their teachers. Determine skills to be developed and make a student record check sheet for tutors and teacher's use. Instruct tutors how to teach the skills and use the check sheet.
B. Involvement in Activity:	Children enjoy working with older students.
C. Follow-up Activity:	Playing with balls and jump ropes during choosing time, recreation, or at home.

EVALUATION PROCESS: Watch students progress on check sheet, test students on skill development and watch students use of balls and jump ropes during free time. The tutors and students love this program.

Submitted by: Joan Williams - Jacksonville Elementary

Title of Project: Muscles with Music

Grade(s): K - 6 Curriculum Area: Physical Education

Duration of Activity/Project: This can be an ongoing project designed to fit and increase each person's ability as it continues. Do it at least six weeks.

OVERVIEW: Many children are really physically unfit. I find this alarming. Many lack flexibility, good muscle tone, endurance and interest in physical activity. Some who are very active stil lack flexibility. That is, they may not be able to do such things as putting their hands on the floor without bending their knees. This program should result in increased flexibility, toning and endurance while the students are participating in a happy P.E. activity.

TEACHER PREREQUISITES: The teacher must be able to plan a balanced exercise program based on the age and abilities within the student group. The exercises are then put to music. Selection of particular music to fit the various exercises is very important. The music must then be put on tape. Each teacher needs to be able to demonstrate all of the exercises with the music and lead the group in them at least three times a week for about a thirty minute period.

STUDENT PREREQUISITES: Children will be expected to begin participation at their own level of physical ability.

SETTING: This activity will need to be done in a gym, cafeteria, or some other large group room where there is ample room to run and move about freely.

MATERIALS: Materials needed will be records, a tape recorder, gym shoes and comfortable clothing.

PROCEDURES:

A. Getting Ready:	Play the entire tape for the children. Ask them what the "beat" reminds them of. This may be such things as marching, dancing, jumping, etc. Tell them that you have put this music on tape just for them in order to do a very special activity in P.E.
B. Involvement in Activity:	Demonstrate (in front of the group) how to do the exercise with the tape. Ask the students to do the exercises as they see how they are done. Take it slowly at first. That is, don't require too many repetitions of each exercise for the first couple of weeks. Some will do more and some fewer. (This is where it is individualized.)
C. Follow-up Activity:	As the weeks go by, more children should be doing more repetitions with greater ease.

EVALUATION PROCESS: Before the program begins, I administer the AAHPER tests for physical fitness. The tests are repeated at the end of six weeks. Records are kept. Most children show a marked improvement.

Submitted by: Ruth Tollefson - Griffin Creek School

Title of Project: Semester Project for Psychology I

Grade(s): Senior High School Curriculum Area: Psychology

Duration of Activity/Project: Project due at end of nine weeks or semester

OVERVIEW: Students will do a project outside their regular class activities which allows them to gain a greater knowledge or understanding of some area of psychology. The project should allow them to pursue some study of their own interest. Project possibilities will be listed on a project sheet given to the students (see next page).

TEACHER PREREQUISITES: The teacher must have a general knowledge of what library materials are available in the area of psychology. Also what experiments are feasible for a high school beginning psychology student.

STUDENT PREREQUISITES: All students must have a general idea of course content in psychology. Those doing library research must be aware of materials available in the field of psychology; those doing experiments must become familiar with scientific method and apply it to their research.

SETTING: Activities will take place in the classroom, the library, and in any setting the student deems necessary for his project.

MATERIALS: No special materials will be provided except for students doing learning experiments with a small animal (i.e. mouse) in which case a "Skinner box" will be provided.

PROCEDURES:

A. Getting Ready:	After giving a lecture on the general content of a beginning psychology course, discuss with the students their reasons for taking psychology. Give an explanation of the project overview and grading process, emphasizing the project will constitute one-fifth of their grade.
B. Involvement in Activity:	The day following the project introduction the class will go to the library. Have the reference librarian give a presentation on materials that are available in the area of psychology. After this initial introduction, the students must turn in a project selection form within one week. Every two weeks thereafter, a day will be given to allow students to work on projects and to confer with the teacher on any problem they might be having with their project.
C. Follow-Up Activity:	Students giving oral reports will be reinforced by student/teacher input. Those doing written projects will get papers returned with positive comments and other possible areas they could pursue.

EVALUATION PROCESS: The evaluation of projects will be of two types: (1) a teacher evaluation of content and format, (2) the students' evaluations of what was gained from the project and what they think their grade should be.

Submitted by: Don Eastman - Medford Senior High

CONTINUED ON NEXT PAGE

Psychology
Semester Project
Mr. Eastman

DIRECTIONS:

Assignment due by: ____________________

Each student will be required to do a project for this semester. This may be a research paper, (minimum of 5 type written pages); a research report presented to the class; a critical review of a book on some area of psychology; an experiment on some area of psychology or any other project that you might think you would like to do and have received approval from your instructor; or you may do six collateral reading reports, three each nine-weeks.

Suggested areas of study:

ESP

Hypnosis

Dreams

Treatment of Mental Illness

Treatment of drug cases

Working with the mentally handicapped

Learning (good area to do experiments with learning mazes and rats)

Mental institutions (conditions, results, etc.)

Effects of drugs on personality

Biographical sketch of some well known psychologist or psychiatrist and his works

Recent studies on the effect of genetic makeup on personality development

Other

(Tear off) Return to instructor by: ____________________

Name ____________________

What you plan to do: ____________________

____

COLLATERAL READING REPORT

Name ____________________ Date ____________________ Period ____________________

****

1. Title of article: ____________________
2. Name of Magazine: ____________________
3. How does this article relate to psychology? ____________________

____

____

4. Brief outline of main points of the article:

5. What was your reaction to the article? Did you agree or disagree? Were you startled or alarmed? Concerned? Other? (this is the heart of the collateral reading report) Don't be afraid to take a position. Use the back of the sheet as needed:

Title of Project: Body Systems

Grade(s): 4th Curriculum Area: Science

Duration of Activity/Project: To be determined by teacher

OVERVIEW: When given the name of a body part, the student will be able to name the system and the part placement within the system and the body.

TEACHER PREREQUISITES: The teacher needs to draw the body system she intends to study within a silhouette shape of the body. The drawing should be large enough to be seen from any place in the room. Each part is to have a line running from it to a place on the outside of the body silhouette. At the end of each line, a number is placed which will correspond with the correct name on the answer key.

The system should be placed on a large bulletin board. The names of the body system parts being studied are to be pinned up at random spots on the board. The answer key (tacked to the bottom of the bulletin board) is to contain the names of parts of the system beside the corresponding number which is listed on the board for that part. The key should have a colorful cover with the words, "answer key" written on it.

STUDENT PREREQUISITES: None.

SETTING: Regular classroom.

MATERIALS: Bulletin board, science books, films (if desired), drawing prepared by teacher.

PROCEDURES:

A. Getting Ready: The class should have the bulletin board explained to them in detail and shown where the answer key is placed and how to use it.

B. Involvement in Activity: The class should be introduced to the function and placement of each body part of the system being studied. This can be done with the use of science books, films and class discussion. The children are to be allowed to work at the bulletin board in their spare time, seeing how many parts they can name correctly. The bulletin board will help teach the body system all day. Through constant exposure, the children will also recognize and learn to spell the words correctly.

C. Follow-up Activity: As you study each system, it may be added to the bulletin board until all systems are represented.

EVALUATION PROCESS: To determine if the students have benefited from this activity, give each child a drawing of a body silhouette. The child is asked to draw in and label each part of the system being studied.

Submitted by: Shirley Hall - Little Butte Intermediate

Title of Project: Dinosaurs
Grade(s): 4th Curriculum Area: Science
Duration of Activity/Project: four weeks

OVERVIEW: Students will apply factual knowledge to a higher level of thinking. Students will learn to go beyond rote learning. They will learn how to utilize information and gain practice in giving oral reports.

TEACHER PREREQUISITES: Must understand Bloom's Taxonomy since many of the activities will be based on that source. Must be fairly knowledgeable about Dinosaurs and have materials available for the students.

STUDENT PREREQUISITES: Interest in dinosaurs.

SETTING: Classroom, library and possibly home.

MATERIALS: Books on dinosaurs.
Films: A World is Born, Message from the Dinosaur
Filmstrips: Up Through the Coal Age, When Reptiles Ruled the Earth, Digging for Dinosaurs, Dinosaurs, When Dinosaurs Ruled the Earth, Dinosaur Detectives at Work, Dinosaur Jim Finds the Big One, Dinosaurs and the Terrible Lizard.

PROCEDURES:

A. Getting Ready:	Students seem to have a natural curiosity about dinosaurs. Key bulletin boards will help to stimulate interest.
B. Involvement in Activity:	The students will do 8 of the 11 activities (see below), and they must do at least one activity in each of the skill levels. The students will be given class time to work.
C. Follow-up Activity:	Each student will share the activities and projects completed. Their work will also be posted for other students to enjoy.

EVALUATION PROCESS: Students will benefit by experiencing learning beyond rote and by investigating beyond a report that allows students to copy information out of books. The quality of the work will show the success or failure of the activity.

Submitted by: Opal Griffith - Manzanita Elementary

* *

ACTIVITIES

Knowledge

1. In what period did your dinosaur live and what other animals lived at the same time?
2. State 5 things of interest you learned about your dinosaur.
3. Make 3 fact cards about your dinosaur that could be applied only to your dinosaur to put into a class game on dinosaurs.

Comprehension

1. Draw a picture showing your dinosaur in his environment including at least two other animals that lived at the same time.
2. Could you imagine living on earth during the time of your dinosaur? Write a story of what you think it would be like.

Application

1. If you were your dinosaur, how would you protect yourself from other dinosaurs?
2. Write an 8 page text book to share with others, telling about your dinosaur. (Include all information you feel important.)

Analysis

1. Make a crossword puzzle using facts you have learned about your dinosaur. (Must have at least 6 clues.)
2. Develop a dictionary with words related to your dinosaur.

Synthesis

1. Pretend we have "time travel." Make a poster urging people to go see your dinosaur.
2. Design a dinosaur of your own. How would he look, what does he eat, where does he live, how does he protect himself?

Title of Project: Predators and Adaptation

Grade(s): Intermediate grades Curriculum Area: Science

Duration of Activity/Project: five class sessions

OVERVIEW: Students will learn about predators and adaptation through movies, filmstrips, study prints, etc. They will create a device through artificial means to model the adaptation of the predator. They will be asked to meet a challenge through the use of their self-constructed device. Students will learn to recognize the relationship of adaptation to survival and reproduction in the animal community.

TEACHER PREREQUISITES: Basic knowledge of simple animal adaptation and predators.

STUDENT PREREQUISITES: None.

SETTING: Classroom, unless you have access to a wildlife refuge or other facility where predators can be studied first hand.

MATERIALS: Toothpicks, popsicle sticks, rubber bands, glue, scotch tape, masking tape, string, straight pins, paper clips, cardboard, soft wire, pipe cleaners, pliers, and anything else that can be used to make predator devices.

PROCEDURES:

A. Getting Ready: Have children imagine they are hunting for food. Ask them the following: What do animal predators use to catch their prey? How do they get those devices? What would you do if you could change any predator?

B. Involvement in Activity: Use pictures, books and models to discover the four main predator devices: beaks, claws, teeth, tongues. Discover how they are built. Explain what is meant by adaptation.

Children can start drawing a device which would do one of the following:

1.) catch or pick an egg.
2.) catch a flying insect.
3.) dig up roots.
4.) pick up (or off) leaves.
5.) reach animals that live underground.
6.) chew meat.
7.) break nuts and eat the meat.

After children have designed their device, then divide them into groups and let them collectively build predator devices to meet the challenge on their cards. (Children can be grouped by challenge card or by the teacher's preference.) When devices are completed, let the builder demonstrate his device and how it meets his challenge.

C. Follow-up Activity: After all devices have been seen and demonstrated, ask questions such as the following: Why are there so many different kinds of predator devices? What would happen if every animal had the same predator device? What adaptations do prey have so as to avoid being eaten by predators?

Utilize the following as additional follow-up activities: crossword puzzles and hidden word puzzles; pictures of predators using the predator device invented; spelling words; notebook for recording information.

EVALUATION PROCESS: Teacher-prepared tests to determine students' mastery of predator devices and adaptation.

Submitted by: Harvey Denney - Manzanita Elementary

Title of Project: Insects - Observation and Identificatio
Grade(s): Intermediate Grades Curriculum Area: Science
Duration of Activity/Project: Four to six weeks

OVERVIEW: Students will research, collect and identify insects common to their area. Students will gain basic knowledge of habits and habitats of insects. They will learn basic research skills and how to observe and record information. Students will acquire insight to and appreciation of the conservation of animal life.

TEACHER PREREQUISITES: Basic information on collecting and mounting of insects.

STUDENT PREREQUISITES: None

SETTING: School room, lawn, flowerbeds, nature trail, home; any place where insects can be found.

MATERIALS: Sweep nets or small butterfly nets (can be purchased or made in the classroom); cardboard for mounting insects and to make other equipment; mounting forms to hold insect until it is dry and ready to mount; baby food jars to hold insects; larger jars to hold insects and to use as killing jars; insecticide to kill flying insects; cotton balls; aquariums or boxes covered with screen for live insects; books, film strips, etc. (Sources especially helpful are: Back Yard Animal Life and Insects, a box of activity cards.)

PROCEDURE:

A. Getting Ready:

Have children list everything they know about insects. Have them make a list of questions about insects they would like answered.

Bulletin boards on insects can be made by the students which could include some or all of the following: a.) pictures of insects; b.) trivia information, questions and information about insects; c.) "harmful"/"helpful" headings under which students place pictures or names of insects.

Children can draw a picture of an insect which interests them and keep for later reference.

B. Involvement in Activity:

Children observe insects in any or all of the places mentioned above in "Setting." They then record their findings in a notebook. Notes should include the following:

1.) Looking - What do I see? What does the creature look like? What shape is it? How big is it? What color or colors is it? How many legs does it have? How does it move?
2.) Hearing - What do I hear? What kind of sound does the insect make? How is it's particular sound made? What body parts does it use to produce sound?
3.) Smelling - What do I smell? Does the insect have an odor? If yes, describe the odor--is it pleasant; is it unpleasant; is it strong or weak?
4.) Feeling - Is the insect smooth or rough? Does it feel prickly or fuzzy? Does it stain your hands when you touch it? (Be sure the insect doesn't sting or bite before you touch it.)

With the help of the teacher students may mount or display their insects.

C. Follow-up Activities:

Showing of films or filmstrips; making and studying vocabulary lists; talks by guest speakers, e.g. forest ranger, biologist, etc.

EVALUATION PROCEDURE: Determine if children have answers to questions raised at beginning of this activity; devise formal or informal tests; have students draw a second picture of an insect and compare it with the original.

Submitted by: Harvey Denny - Manzanita

Title of Project: Invent a Plant (Plant adaptation - the feature of the organism that enables it to survive and reproduce)

Grade(s): Intermediate Curriculum Area: Science

Duration of Activity/Project: One week

OVERVIEW: Students will observe plants in lawns, vacant lots, nature trails, movies, filmstrips, books, etc. Students should gather information to enable them to invent plants that will survive under the conditions that they are placed in. If the students have observed and read enough they will be able to model a plant that will live under present conditions and as a result, learn about plant adaptation.

TEACHER PREREQUISITES: Very basic information about plants.

STUDENT PREREQUISITES: None.

SETTING: Wherever children can go to observe plants under various conditions (parking lot, playground, nature trail, dry and wet areas, lawns, etc.).

MATERIALS: Fantasy film liquid plastic or cellophane, plasticene, or any material for constructing models of plants; roll of floral tape, scissors, wire for plant stems and leaves, small piece of styrofoam (clay base to support wire frames while plastic is drying). These materials can be obtained at craft or hobby shops. Aslo, audio visual aids.

PROCEDURES:

A. Getting Ready:

The teacher should show movies or filmstrips for plant observation, followed by brainstorming about plant survival (adaptation). Talk about inventing a plant for a certain set of conditions.

B. Involvement in Activity:

Also discuss basic needs of plants. All students discuss ways to design a plant for a certain environment. Possibilities may include: (1) invent a plant which is lawnmower proof, (2) invent a plant that can live on the surface of a pond, (3) invent a plant so it can withstand high winds, (4) invent a plant that grazing animals would not eat, (5) invent a plant that can hold onto rocks and stones in swift rivers and streams, (6) invent a plant to catch insects, (7) invent a plant capable of storing water, (8) invent a plant that can compete with other plants for sunlight.

When discussion is finished, break students into groups and have them invent a plant. Each group models a plant to survive in their chosen environment.

C. Follow-Up Activity:

When groups have finished making a model plant(s), the class meets together. Group spokesmen for each group can tell the plant and features of adaptation for the environment the group has created. Areas covered may include: (1) how each plant is suited for different environments, (2) how plants adapt to seasonal changes, (3) deciding where each plant would be best suited to survive, (4) rossword puzzles, hidden word puzzles, (5) observation and collection of plants to see if living plants exhibit some parts of invented plant in similar habitat, (6) sketches of plants for notebooks, (7) research into seed dispersal, pollination and survival, (8) spelling words from vocabulary list.

EVALUATION PROCESS: Tests (true-false statements about plant adaptation, matching plant features to environments); plant models--do they meet requirements for survival in environment chosen? Class discussion and correct oral responses to directed questions; written remarks corresponding to plant models in class discussion; designation of a better plant for a specific habitat; matching or multiple choice test on vocabulary; finding real plants that have the same adaptations that the models have.

Submitted by: Harvey Denney - Manzanita Elementary

Title of Project: Plant Symposium

Grade(s): 7 - 12 Curriculum Area: Science

Duration of Activity/Project: Minimum: three weeks

OVERVIEW: Investigations in Botany geared to level of individuals involved--more can be learned in a shorter time--self-actualization.

TEACHER PREREQUISITES: Basic knowledge of scientific method. Must be able to determine levels of ability and prescribe activities.

STUDENT PREREQUISITES: Reading at 6.5 level, elementary knowledge of scientific method, ability to follow instructions.

SETTING: Classroom, experimental farm, botanical gardens, soil lab.

MATERIALS: Lab sheets on various experiments involving plants. Reference books, journals, films.

PROCEDURES:

A. Getting Ready:	Demonstration of soil testing at soil laboratory. Check of marijuana by crime lab technologist.
B. Involvement in Activity:	Have about 6 projects in process at the same time. Use cameras, video, slides to record project. Data sheets and graphs should be progressive and available for all to see and observe.
C. Follow-Up Activity:	Investigate an unknown open-end problem with the collective tools and information gained by the group. Each team will give a presentation of their project.

EVALUATION PROCESS: Written test for knowledge of technique from all projects. Practical test of all demonstrations. Each project is to be judged on its own merit as it has been carried out technique-wise by the teams.

Submitted by: Joan Garrison - Medford Senior High

Title of Project: Alike and Different

Grade(s): 1st Curriculum Area: Social Studies

Duration of Activity/Project: One or two weeks

OVERVIEW: Students will list the ways two or more objects are alike and different.

TEACHER PREREQUISITES: Have items prepared for display.

STUDENT PREREQUISITES: Logic and imagination (i.e. left and right brain).

SETTING: Class discussion.

MATERIALS: Variety of objects and place to display them.

PROCEDURES:

A. Getting Ready:
1. Class discusses how people are alike and different as part of social studies unit.
2. Class discusses how people and chairs are alike and different.

B. Involvement in Activity:
1. Teacher introduces Alike and Different display. Class identifies objects (e.g. a rock, an apple, and a nerf ball). Teacher explains to students that they will list as many ways as they can, how the objects are alike and different.
2. Students compile lists during free time. They can write down their ideas or use tape recorder for dictation.
3. Teacher collects lists and uses them as basis for class discussion.

C. Follow-up Activity:
1. Activity is repeated with different objects if student interest suggests, or students could present their own set of objects for others to find likenesses and differences.

EVALUATION PROCESS: Length of student lists and teacher observation of students' interest.

Submitted by: Jim Harrington - Allen Dale Elementary

Title of Project: Valentine Post Office

Grade(s): 1st and 2nd Curriculum Area: Social Studies

Duration of Activity/Project: Two-three weeks before Valentine's Day

OVERVIEW: This activity adds a spark of interest to the exchange of Valentines at school. The students will operate a post office during the first two weeks of February. They will go through all the processes used in a real post office. The mail processed will be the valentines the students bring to exchange. The students will learn to use money and how to count it. They will also learn how to work together as a group.

TEACHER PREREQUISITES: The teacher should know post office procedures and be prepared to set up a post office or help the students design one.

STUDENT PREREQUISITES: It is recommended that the students go on a field trip to the local post office. The following filmstrips might be viewed: Our Post Office, SVE Children's Press, 90 Billion Raindrops.

SETTING: Classroom

MATERIALS: A 4' x 8' piece of plywood or cardboard to construct post office (see sample design below); felt pens to letter post office (suggested titles: "stamps," "out of town," "local"); long table on which to place structure; stamps; rubber stamp for cancelling postage stamps; money; clerk hats; mail box for each class room that will be participating. (Note: stamps and money can be made by students. We dittoed ours using the class design of a circle with a heart in the center.)

PROCEDURES:

A. Getting Ready: Students are very easily motivated in this activity. After taking the trip to the post office and seeing pictures of postal helpers and filmstrips, they start designing their post office. (We painted ours red and decorated it with pink and white hearts.) They then design the rubber stamp, postage stamps and money.

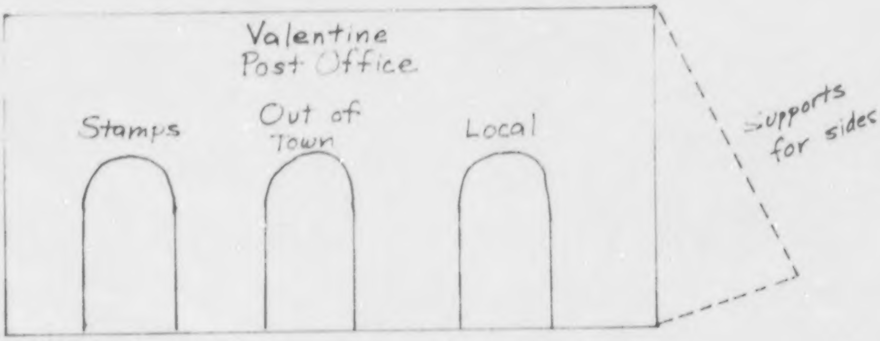
B. Involvement in Activity: Children each get a turn working in the post office as clerks. Some students will tell the other classrooms about the post office and pass out money. Times the post office will be open are advertised (usually opened during recesses and noon only). Participating students need to be told correct way to address valentines.

Students arrive at stamp window and purchase stamps from clerk. They then take their valentines to the "out of town" or "local window" and clerks will cancel the stamps. Clerks will sort mail according to room. Each teacher has a box with his/her name. Clerks deliver mail to rooms.

C. Follow-up Activity: Students may wish to take up another community project such as a grocery store, city hall, library, etc.

EVALUATION PROCESS: Enthusiasm from the kids is the best measure of evaluation in this type of activity. We had a discussion at the end of each day talking about changes that needed to be made, etc. At the end of the activity, each student wrote what he/she knew about a post office.

Submitted by: Patricia Allsup - Madrona



Title of Project: Cultural Groups in Africa

Grade(s): 4th Curriculum Area: Social Studies

Duration of Activity/Project: two weeks

OVERVIEW: Students will investigate cultural groups in Africa. (Since their Social Studies text has a unit on the Mossi, they will be asked to study any group other than the Mossi.) Children of this age seem to know very little about Africa outside of blacks, deserts, sand, lions, King Tut, diamonds and jungles. By investigating cultural groups, students will expand their base of knowledge. By sharing the results of their investigations with each other, they will be exposed to a variety of cultures. As a result of these investigations, the students will realize that all people have basic needs that are met within the limitations of their environments.

TEACHER PREREQUISITES: Must be familiar with Bloom's Taxonomy, since most of the activities and questions are based on Bloom's Taxonomy. Must find materials on cultural groups for the students.

STUDENT PREREQUISITES: Should have a basic idea of what is meant by a cultural group.

SETTING: The classroom will be used with the materials centrally located. The library will be used for reference materials.

MATERIALS: Films: Continent of Africa, People of Africa, Pygmies: People of the Forest.
Filmstrips: Africa, African Continent in Change, The Republic of the Congo--the People, Children of the African Desert, Neolithic Folk Today.
Books: The Ibo of Biofra, Ali of Egypt, Dahomey, Land in the Sun, Hassan, Boy of the Desert, Sons of the Desert, Boy of the Masai, Okolo of Nigeria, Life Long Ago--the Egyptians, Kwaku, Boy of Ghana, Desert Caravans, My Village in Ghana, The Pygmies, Africans of the Congo Forest, Lands and Peoples: Africa.

PROCEDURES:

A. Getting Ready: During the introduction to the textbook unit on Africa, the students had many questions about the various cultures that were presented briefly in the films and filmstrips. This project was written to capitalize on the students' interest and to get the students to do an independent investigation (not study).

B. Involvement in Activity: The following questions and activities are based on Bloom's Taxonomy. (Students were assigned a certain number of questions and activities from each group according to their individual ability levels.)

Knowledge:

1. Find the date on which the nation in which your cultural group lives became an independent nation.
2. Identify the nation to which your cultural group belongs. List the nation's size in area and population.
3. Describe the physical environment and climate in which your cultural group lives.
4. List three major events in the history of your cultural group.

Comprehension:

1. Draw pictures to show how your cultural group meets its basic needs.
2. List two similarities between your cultural group and your own culture.
3. Compare the kinds of foods you eat with the foods eaten by your cultural group.
4. Contrast our type of learning with that of your cultural group.

Application:

1. Demonstrate or describe a game played by your cultural group.
2. Write a composition titled "If I Were There" describing what you would do during a day if you lived in your cultural group.
3. Make a chart showing how your cultural group meets their basic needs.

Analysis:

1. Make a crossword puzzle using information learned about your cultural group.
2. How is the way your cultural group lives related to the environment in which they live?
3. Develop a dictionary with words related to the culture you are studying.

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Synthesis:

1. Using foods eaten by your cultural group, make out a menu for a breakfast, lunch or dinner that your own family might have.
2. Find a recipe that comes from your cultural group.
3. Make a travel poster to attract tourists to visit your cultural group's nation.

Evaluation:

1. Do you feel that your cultural group's way of life is better or worse than yours? Why?
2. Would you want to eat the same foods as your cultural group? Why or why not?
3. How do you feel about the way children live in your cultural group?

C. Follow-up Activity: Students will share their investigations with their own classmates and possibly the other 4th grade class. Reports and products will be posted in the room.

EVALUATION PROCESS: This project can be evaluated by the quality of reports and products. Students' attitudes can be noticed while giving and listening to reports: Do they ask each other questions? Are they curious about what they hear? It is important to assess the students' overall attitudes about working on this project. Since it will be their introduction to Bloom's Taxonomy, it is important that the project be non-threatening to the students.

Submitted by: Opal Griffith - Manzanita Elementary

Title of Project: An Independent Study of the American Indian
Grade(s): 5th Curriculum Area: Social Studies
Duration of Activity/Project: One to two weeks

OVERVIEW: Students will outline possible projects as a class and then individually select a project to work on which relates either to the North or South American Indian.

TEACHER PREREQUISITES: The teacher should have a knowledge of North and South American Indians--techniques they used in constructing tools, how they prepared their foods and what their traditions and folk lore indicated in the Indian culture. As students complete their projects, the teacher needs to have a broad general knowledge to evaluate student projects.

STUDENT PREREQUISITES: Students should have a general knowledge of North and South American Indians as provided in the fifth grade social studies book. Students will find this project more satisfying if they have a knowledge of research and study skills.

SETTING: Student projects may be worked on at home or at school, based on the teacher's preference.

MATERIALS: Many films on the American Indian are available through the IMC or ESD. Showing a variety of films may help students find an idea for a project. It may also help them in presenting authentic projects. The teacher may wish to check out materials from the school library to aid students in their projects or provide certain materials for the acutal construction of projects, however, parents may wish to be involved in this special project by providing materials as well as ideas.

PROCEDURES:

A. Getting Ready:	The teacher explains to students that they will be expected to complete a project for the study of Indians. The teachers asks for suggestions of general projects. (See examples below)
B. Involvement in Activity:	Whether this project is completed as an independent project outside or inside the classroom, the teacher should monitor student progress in working through the individual projects. Students should be expected to keep a daily log of their progress.
C. Follow-Up Activity:	Students' completed projects could be displayed in the school library. Each student could present a brief descriptive talk about the project. Class discussion could be conducted concerning projects.

EVALUATION PROCESS: Have student projects been completed? Has the project been done authentically? Does the project reflect student research? Have students tape a brief explanation of the project.

Submitted by: Lynn Hughes - Manzanita Elementary

INDIAN PROJECTS

Directions: This is to be done as an individual effort. You are required to write, construct, draw or make one of the following:

Eagles
Canoes
Clothing
Tools
Pottery
Totem Pole
Jewelry
Sacred Things
Foods
Instruments
Toys
Baskets
Headbands
Masks
Dolls
Calendar
Weave Something
Show Art
Picture Writing
Sand Pictures
Sign Language
Number System
Money System

Map of the Region Where a Tribe Lives
Show How They Grew Crops
Models of Animals
Draw a Picture of Tribal Living
Model of Indian Temple
Model of an Indian Village
Write a Story on any Famous Chief
Write a Story of Customs or Etiquette
or Burial or Wedding of any Tribe

IF YOU HAVE ANY OTHER IDEAS, PLEASE CHECK WITH THE TEACHER. USE YOUR IMAGINATION!

YOUR ASSIGNMENT IS DUE ______________________

Title of Project: Longitude/Latitude Map Search
Grade(s): 5 and 6 Curriculum Area: Social Studies
Duration of Activity/Project: 10 days to several months

OVERVIEW: Students will use longitude and latitude to pinpoint areas on various maps. They will locate oceans, continents, countries, states, provinces, towns, lakes, mountains, rivers, etc.

TEACHER PREREQUISITES: Teacher must know how to locate various places using longitude and latitude on maps and globes.

STUDENT PREREQUISITES: None.

SETTING: Classroom

MATERIALS: Various maps such as Pacific Northwest, Canada, South America, Asia, Europe, Australia, Africa, several globes, student atlas and graph paper.

PROCEDURES:

A. Getting Ready: Hand out sheets of graph paper to students. Beginning at the lower left corner, have students number the lines 1 through 10 both vertically (bottom to top) and horizontally (left to right).

B. Involvement in Activity: Discussion and activities based on the following concepts:

1.) Longitute and latitude

Discuss that the lines running vertically are longitude; the ones horizontally are latitude. Point out that the lines intersect at particular points that can be labeled.

Ask students to find the point where 3 and 4 intersect. Students should recognize that there are two points that can be labeled 3-4. Explain that latitude numbers will always come first. Have students plot 10 points on their graph paper with a friend. Students will locate each other's points, checking to see that points match those that were plotted. Continue until all students have a good idea of plotting. Students may practice in their spare time.

2.) North, South, East, West

Discuss the following: Everything above "0" latitude is north; everything below is south. (See diagram 1).

Look at "0" longtitude. Everything to the right is east, everything to the left is west. (See diagram 2).

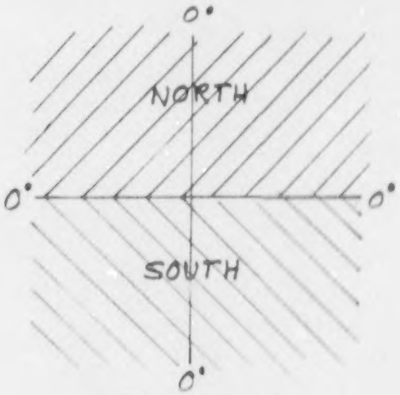

Diagram 1

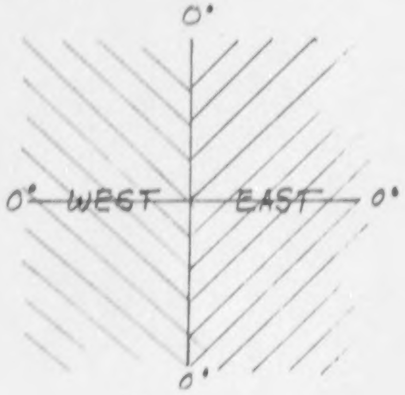

Diagram 2

Point out the four sections: northeast, northwest, southeast, southwest. Have students number 0-10 across the bottom to the east, across the bottom to the west, and along the left side to the north and south. (See diagram 3).

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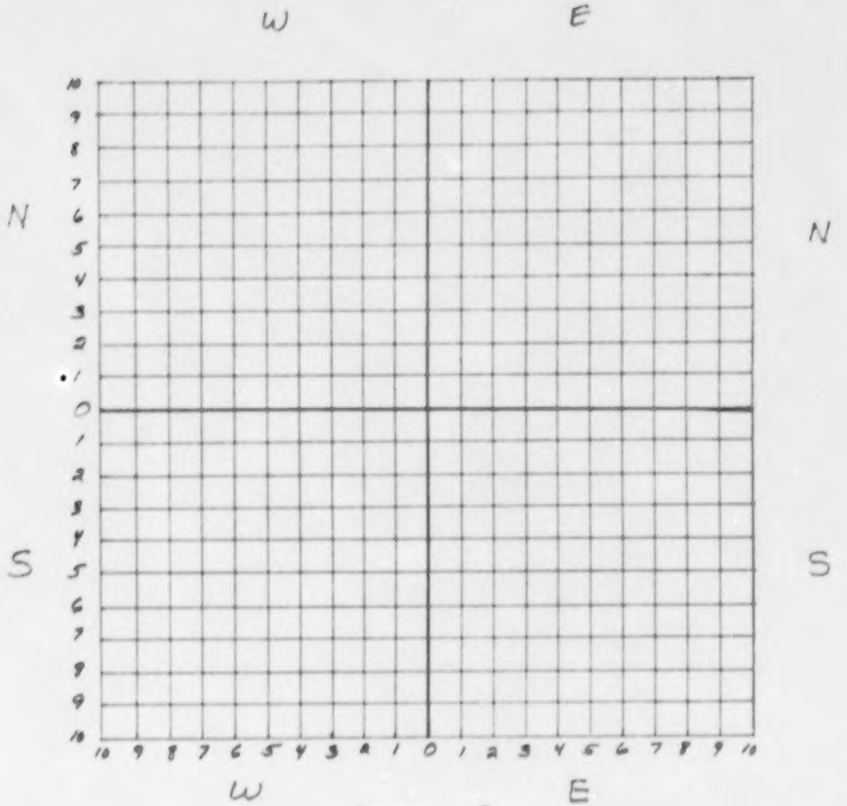

Diagram 3

Plot some examples on the board. Follow the same procedure for plotting 10 points on graph paper as done by students. Have students plot points, exchange papers, and check.

3.) Global concepts

Discuss the north-south, east-west idea as it relates to the globe. Discuss the equator and Greenwich, England--the 0 points of a globe. Divide the globe into the four parts. Ask questions such as, what section of the globe is the United States in? Using globes or an atlas, have students ask each other what sections of the globe various countries are in.

C. Follow-up Activities:

Activities: Using globes, maps, and an atlas, find two lines that meet at a point. Write down the two coordinates. Do 5 or 6 examples together as a class, then have the students plot their own points, using maps and globes. Exchange papers and find each other's locations. Places may be cities, towns, states, provinces, nations, oceans, bays, mountains, inlets or rivers. Establish a routine--first 5 minutes pick a map or globe. Locate 5-10 places. Exchange papers and correct, etc.

Worksheets: Teacher makes 5 latitude/longitude worksheets using several maps and globes. Examples of map search assignments:

Use your atlas to complete the following. Use the map of the New England States.
1. 72 W-42 N is the state of ____________________________.
2. 74 W-42 N is close to the ______________________ River.
Use the globe to locate these places.
1. 140 E-10 S is the _______________________ Strait.

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Game: "People Plot"

Students line up on the floor in 5 rows and number 1, 2, 3, 4, and so on. The leader (teacher in the beginning) says "4-3 sit down." Later you will get good enough to use different actions, such as "5-1 raise left hand; 2-4 turn around," etc. If students miss their action, they drop out of the game.

EVALUATION PROCESS: Teacher will keep a tally sheet on the number of worksheets handed in by each student. With students using and correcting each other's worksheets, errors will be quickly detected and the teacher does not have to correct each paper.

Submitted by: Gloria Henniman - Lone Pine Elementary

Title of Project: A Nation Divided: Simulation Activity
Grade(s): 5-8 **Curriculum Area:** Social Studies
Duration of Activity/Project: Approximately one hour

OVERVIEW: After working through the problems presented in this simulation activity, the student will develop an awareness of the conflicts which arose between the South and the North in events leading up to the Civil War. When students are provided with the simulation sheet, including a statement of the problem, objectives, and rules for the simulation assignment, they will work in small groups of eight members. Each group will work through the simulation. When they have completed their group activity, each group will select a spokesman to report group findings to the entire class.

TEACHER PREREQUISITES: Must have a background knowledge of the Civil War. Needs to provide students with the simulation worksheet. Should provide a plan for the class to divide into workable groups. Must circulate during the activity. Should be prepared to guide groups who lack direction.

STUDENT PREREQUISITES: Should read about and have a general knowledge of the Civil War as provided in the Social Studies text.

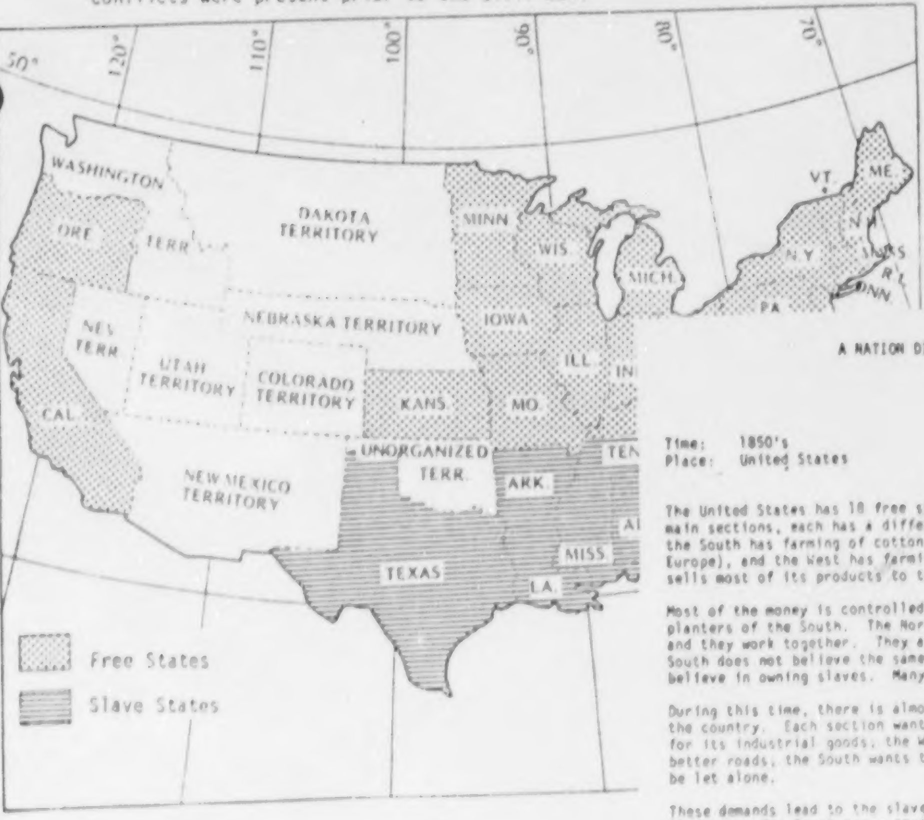
SETTING: Any classroom would be suitable. Groups should be encouraged to find an area a distance away from other groups.

MATERIALS: Teacher supplies simulation sheet.

PROCEDURES:

A. Getting Ready:	Teacher presents the problem through discussion. Students are divided into small groups.
B. Involvement in Activity:	Teacher observation. Students work through simulation in groups.
C. Follow-up Activity:	Total class discussion. Small groups report results to the entire class. Teacher acts as moderator.

EVALUATION PROCESS: This is provided at the end of the simulation sheet. How well did each group work? Was each student involved? What was reported from each group? Have each student write a paragraph on what conflicts were present prior to the Civil War.



A NATION DIVIDED - SIMULATION SHEET

Time: 1850's
Place: United States

The United States has 18 free states and 15 slave states. There are three main sections, each has a different economy. The Northeast has the industry, the South has farming of cotton, tobacco, and sugar (and exports mainly to Europe), and the West has farming of a great variety of crops. The West sells most of its products to the Northeast.

Most of the money is controlled by the businessmen of the Northeast and the planters of the South. The Northeast and the West have many trade agreements, and they work together. They also believe in many of the same things. The South does not believe the same way. For instance, people living in the South believe in owning slaves. Many people in the Northeast and West do not.

During this time, there is almost continuous quarreling between sections of the country. Each section wants special legislation. The Northeast wants taxes for its industrial goods, the West wants free farms for settlers and money for better roads, the South wants to strengthen the national government and to be let alone.

These demands lead to the slavery issue - the Northeast wants no slavery in the West. The South hopes that western farmers will use slaves.

In your group there are two from the West, two from the South and two from the Northeast, as well as two members of congress who will decide the outcome.

You are provided with a map. Shade in your area lightly. How do you think Congress should vote? What issue should be considered? How could a war be avoided? Can your group come up with a solution other than the Civil War? Consider your maps (geographical location) and your graph of resources.

Title of Project: Social Studies Research Papers
Grade(s): 7th and Up Curriculum Area: Social Studies/Science/Health
Duration of Activity/Project: 9 weeks

OVERVIEW: Students will write reports, 3-5 pages depending on grade level, selecting topics from the social studies book (covering materials to be introduced during the nine weeks). Students intending to earn an "A" will submit three reports, a "B," two reports and a "C," one report.

TEACHER PREREQUISITES: So that the teacher can successfully guide students, he or she needs to be aware of the variety of resources and the amount of material available in the library for a variety of different topics.

STUDENT PREREQUISITES: Need to know how to skim, scan for the necessary information, make an outline, take notes and to write a final draft.

SETTING: Library

MATERIALS: Variety of resource books available in the library. List of community resources such as individuals or agencies knowledgeable in these areas.

PROCEDURES:

A. Getting Ready: Let students spend a class period skimming the chapter to find topics they are personally interested in and may even have personal knowledge about.

B. Involvement in Activity: Students will use the library one day a week during class time. After selecting topics, students need to write down what specific topics and subtopics they wish to research in order to narrow their topic down. Then notes will be taken on cards by subtopic and topic and by individual resource.

Resource ______ Pages ______
Topic ______
Subtopic ______
______ Short phrases ______
______

Then note cards will be grouped according to topic and subtopic in order to develop an outline. Students will write final draft from the outline.

C. Follow-Up Activity: Students may choose one report to give to the class so that others may gain from their research.

EVALUATION PROCESS: Criteria on which to evaluate reports will be up to the individual teacher, but they must be clearly explained to the students before the projects begin. Students may be evaluated individually according to their effort and ability.

Submitted by: Jeanette Dean - North Middle School

Title of Project: Focusing On One Segment Of The Crime Wave--For a Unit In Social Problems.
Grade(s): Eleventh & twelfth graders. Curriculum Area: Social Problems
Duration of Activity/Project: One week of a six week unit on crime.

OVERVIEW: Students are assigned a problem solving project, during a study of the social problem of the increasing crime rate in the U.S. Through general reading, speakers, field trips, class discussions, and films, students gather information about the extent of crime in our communities and the effect on our lives. Then each student is asked to state a hypothesis as to the causes of crime and is assigned a special segment of the problem to research.

Objective of the assignment is to gather information to share with the class to increase our areas of expertise, to equip students to solve social problems as citizens of tomorrow. Research skills as well as problem-solving techniques are developed through this activity.

TEACHER PREREQUISITES: A review of recent literature on crime: i.e. psychological factors, family abuse, unemployment and the criminal courts and prisons will up-date teacher knowledge of the subject.

STUDENT PREREQUISITES: Students should be familiar with the five-stop scientific method of problem-solving (used throughout the social problems course as well as in many science courses). They should have developed research skills such as the use of the card catalog, the Reader's Guide and the taking of reading notes. Some review of the latter may be necessary. Interviewing techniques should be demonstrated.

SETTING: Classroom for two days, library one day to research and write up project. Additional two days are for presentation of project to class. Research days should be spaced several days apart to allow individual students time to contact community resources, take pictures, preview films or interview experts on their topic. Students are encouraged to do their research from living as well as published resources.

MATERIALS: Reports must be handed in to receive credit, but may be written, in pictural form, pictures, drawing collages, or on tape. Most student elect the written form. Each must contact three sources of information, and take notes from each to hand in with the report. Those working for an A or B must include an oral presentation of some kind. This can include debates on topics such as gun control or capital punishment. So cassette tapes and recorders, copies of recent articles on crime, access to telephones, library resources and paper, paste and old magazines (for pictures) should be available to students.

PROCEDURES:

A. Getting Ready:

As unit is introduced, in addition to an outline of general topics to be covered and dates for classroom activities, the outline sheet should include a description of the required research project. This should include possible specialized subjects which can be made up from a review of the literature. School librarians can supply copies of the articles available and a listing of books for student use.

B. Involvement in Activity:

Students are allowed a free choice of topic; those not on list take instructor's approval. Topics should be chosen at least one week before classtime is planned for research. Students should be reminded that their primary objective for each topic is to gain enough information to be able to analyze the problems associated with their area of specialization and come up with possible solutions to these problems. Their reports should begin with a statement of the problem and end with suggested solutions.

Those students wishing to interview specialists may do so by telephone or in person during classtime. Those utilizing copies of articles available in the classroom need quiet time to take reading notes so research days should be low-noise-level work days. Ideally those working on pictures, will have separate space for this. Those using the library should work independently or with a librarian's assistance.

C. Follow-up Activity:

As oral reports begin hand out worksheets for students to take notes. Topics to be covered (with facts, problems and solutions) can be outlined. Remind students that this will serve as a resource for their unit test which will be an essay on crime and its causes, and a specific plan for reducing the crime rate. This should include a discussion of the specific problems presented by classmates, but the solutions must represent an informed opinion of what can be done.

EVALUATION PROCESS: The points assigned to the project should be sufficient to affect the nine weeks grade considerably. Teachers should have their objectives firmly in mind when grading project and unit test. Since ability to analyze and evaluate information and come up with solutions to problems is a life survival skill this should be the overriding concern. Initiative and resourcefulness in locating and utilizing information should be rewarded verbally and with points. Original thinking is especially apparent as students synthesize solutions evaluating the workability of those suggested by the experts.

Submitted by: Agnes Chirgwin, Phoenix High School

Title of Project: Individualizing Instruction in Social Studies: Current Events Activity

Grade(s): 10-12 Curriculum Area: Social Studies

Duration of Activity/Project: Ongoing over one or two semesters of a Social Problems class. Takes one class period every other week.

OVERVIEW: Students will gather new items of importance. The main object is to put them in touch with the national and international scene and to provide a forum for discussion of events which shape history. Wherever possible, this activity should be related to the social problem under study at the time. Through oral, written, taped or filmed reports, students will react to daily events of importance at school, in the community, the nation and the world. It is hoped that through this activity, students will become more involved, participating citizens.

TEACHER PREREQUISITES: Teacher should keep abreast of current events through reading and listening to the news.

STUDENT PREREQUISITES: Students should have completed courses in global studies, U.S. History and government.

SETTING: Classroom with twenty to thirty students. Discussion skills should be taught and rules established to encourage participation by all students.

MATERIALS: Subscriptions to at least two daily papers, three weekly news magazines and "Current Events Sweepstakes"; a good set of enclyclopedias, current almanacs, and access to school library.

PROCEDURES:

A. Getting Ready: Since primary course content in social problems deals with current issues, students should keep in touch with the latest developments of the social problem being discussed.

Students enjoy the opportunity to gain class points. Points may be awarded by teams or on an individual basis. Students should be encouraged to use classroom resources before the activity begins or whenever they have free time in class. Classroom television sets should be tuned to news stations before and between classes.

B. Involvement in Activity: To involve all students in this activity, the teacher needs to allow several methods of reporting news. Those bringing clippings or reporting on news from radio and television can begin oral reports. Points are awarded according to importance of news items and effectiveness in reporting. Extra points are given for reports which deal with the issue under study in class.

Those not interested in reporting orally write reaction papers on their news items. Students are also encouraged to create bulletin boards, drawings, tape recordings or photographs of news events.

C. Follow-up Activity: When student interest in a given event is sufficient, exploring the "news behind the news" can provide additional classroom research projects. Students use encyclopedias and almanacs to enhance their research. Films, filmstrips, and speakers may add to a greater understanding of an issue.

EVALUATION PROCESS: The success of the activity can be measured by increased student awareness of national events. The students' familiarity with the location of countries, and their insight into political and economic events, testifies to the effectiveness of the activity.

Submitted by: Agnes Chirgwin - Phoenix High

Title of Project: The Future of Jackson County

Grade(s): Senior High School Curriculum Area: Social Studies

Duration of Activity/Project: depends on depth of investigation--usually a nine-week grading period

OVERVIEW: Students will investigate the strengths and problems that are unique to Jackson County and will present their findings (and perhaps recommendations) to the class in both a written and oral presentation.

TEACHER PREREQUISITES: It will help the teacher to read through the Jackson County Comprehensive Plan and to have a sincere interest in the county and its future. The B.L.M., U.S.F.S., State Forest Service, Jackson County Parks and Recreation, Rogue Valley Transportation, Jackson County Planning Commission, etc. are all prepared to lend a wealth of information to students and teachers. SOTIA and SORT and the many timber mills and wood-related industries all have propaganda available. The Jackson County Extension Office is well-equipped to serve as a resource for those students interested in the future of the fruit industry in the valley.

STUDENT PREREQUISITES: None, really. Because of the nature of the community, every class will have some expertise available among its own members. There will be students who have worked in the lumber mills or for the County Parks and Recreation Commission, or who have fathers that are connected with the timber industry or the Bureau of Land Management or with United States Forest Service.

SETTING: Classroom

MATERIALS: Materials may be obtained from sources mentioned in "teacher prerequisites." Additionally, the public library keeps the Environmental Impact Statement for Lost Creek Dam, Applegate Dam and the proposed Elk Creek Dam on file, and most school libraries keep a vertical file on environmental issues. The community speaker's bureau will put an interested teacher in touch with people from P. Pan L., Sunergi, SOTIA, Western Sun, etc.

PROCEDURES:

A. Getting Ready: It will be helpful to the class to be introduced to the county and its problems by a knowledgeable person from the community. The Department of Environmental Quality has always been most helpful and presents an overview of the county's assets and problems in a very fair and understandable way.

B. Involvement in Activity: Students should be permitted to select the area of investigation most directly appealing to them and any previous experience may be utilized. Special problems relating to logging, reforestation, forest fires, trail maintainance, etc. are directly related to the economy of the county and make good topic choices. Air and water quality, the development of new energy sources, traffic circulation and public transportation as well as land use and urban growth boundaries all have an accumulating body of opinion and resource materials.

If it is possible to televise some of the presentations for viewing by other classes, the students will be motivated to do their best work. On-hands collecting of recyclables or pictures taken at the mills or on the trails are always most interesting. The teacher should be aware of any events or debates taking place in the community which are related to areas of student investigation and alert the class to such events.

C. Follow-up Activity: The written report may be the only follow-up the teacher may use. A variety of new vocabulary becomes apparent immediately as the oral presentations are made. If the class is oriented toward public speaking, the techniques used by students to interest their audiences may be examined.

EVALUATION PROCESS: In most cases the quality of research, evidence of preparation and the written quality of the report itself is ample for evaluation. A standardized report form for the oral reports may be used, or students may write comments on each presentation to guide the teacher in grading.

Submitted by: Jayne Merickel - Medford Senior High

Title of Project: World Geography Library/Research Project

Grade(s): 11 - 12th Curriculum Area: Social Studies

Duration of Activity/Project: 4 days in the library; 1-2 days discussion in classroom

OVERVIEW: Students will have an opportunity to use the library and find out about a geographic location, of their interest, to research.

TEACHER PREREQUISITES: The teacher must set up guidelines for the students to follow.

STUDENT PREREQUISITES: When given the assignment, the students must state a reason for the subject area and country they have chosen.

SETTING: Classroom and library

MATERIALS: Assignment, paper, pencils, pens

PROCEDURES:

A. Getting Ready:	In a pre-discussion the teacher will tell the students about the assignment about a week before the assignment is given. This allows the student time to think of an area they would be interested in. The students should be given time to state a reason for the choice they have made.
B. Involvement in Activity:	Self motivation is provided by the students in choosing their own interest area.
C. Follow-up Activity:	Students are responsible for telling the class briefly what information they found and why it was of interest to them.

EVALUATION PROCESS: A lot of discussion and interest is generated by students telling each other about their projects. The discussion can really take 2 class periods and prove beneficial to all in the class.

Submitted by: Patti Ellis - Medford Senior High

WORLD GEOGRAPHY
LIBRARY/RESEARCH PROJECT

Name ______________________

Due ______________

OBJECTIVE: Students are to choose a country or area of interest and extend their interest and knowledge in that area or country.

INSTRUCTIONS:

1. Choose an area or country of the world you find particularly interesting.
2. Using at least four different references, write a paper on the topic you choose. Include a complete bibliography of references used.
3. Your topic may be related to current events, history, world affairs--past or present, geographic importance, agricultural importance, tourism, climate conditions, population problems, human interest (general feelings of the people), economic conditions, outlook for the future, political and social organization, or any other combination of the above.
4. The paper must be written in ink or typed. Correct grammar and spelling will affect the overall grade.
5. Be prepared to discuss with the class, briefly, what you have found by doing this assignment. Why did you pick the area you did and what have you learned?

______________________ date of your discussion

Title of Project: Instructions for Research Paper
Grade(s): 11 and 12 Curriculum Area: Social Studies
Duration of Activity/Project: 3 - 4 weeks

OVERVIEW: Students will develop a formal research paper on a current social issue or problem of their choice.

TEACHER PREREQUISITES: The teacher must have a general knowledge of research procedures including the use of the library and reference area, topics of interest to the students and their individual needs and capabilities.

STUDENT PREREQUISITES: Students must be aware of the requirements of this assignment and decide on a topic before research begins.

SETTING: Library and classroom

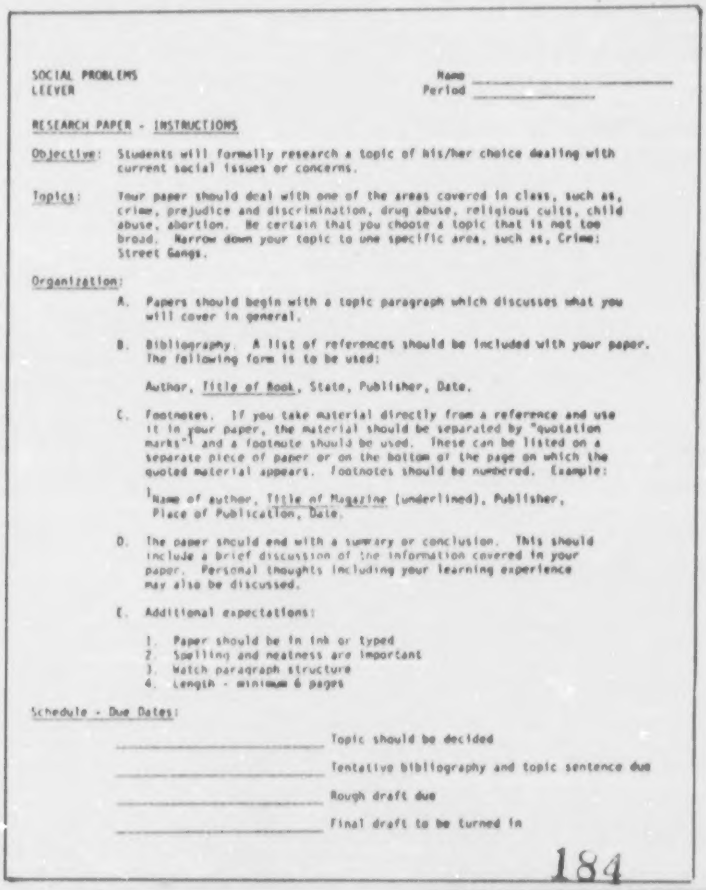
MATERIALS: Research paper assignment sheet; various references

PROCEDURES:

A. Getting Ready:	Students will choose an area of personal interest for their research paper.
B. Involvement in Activity:	Students will work in the classroom and in the library to meet scheduled due dates.
C. Follow-up Activity:	Upon completion of the paper, students will discuss their findings with members of the class.

EVALUATION PROCESS: Students will be evaluated primarily on the content and organization of their papers.

Submitted by: Laurie Leever - Medford Senior High



SOCIAL PROBLEMS
LEEVER

Name ______________________
Period ____________

RESEARCH PAPER - INSTRUCTIONS

Objective: Students will formally research a topic of his/her choice dealing with current social issues or concerns.

Topics: Your paper should deal with one of the areas covered in class, such as, crime, prejudice and discrimination, drug abuse, religious cults, child abuse, abortion. Be certain that you choose a topic that is not too broad. Narrow down your topic to one specific area, such as, Crime: Street Gangs.

Organization:

A. Papers should begin with a topic paragraph which discusses what you will cover in general.

B. Bibliography. A list of references should be included with your paper. The following form is to be used:

Author, Title of Book, State, Publisher, Date.

C. Footnotes. If you take material directly from a reference and use it in your paper, the material should be separated by "quotation marks"[1] and a footnote should be used. These can be listed on a separate piece of paper or on the bottom of the page on which the quoted material appears. Footnotes should be numbered. Example:

[1] Name of author, Title of Magazine (underlined), Publisher, Place of Publication, Date.

D. The paper should end with a summary or conclusion. This should include a brief discussion of the information covered in your paper. Personal thoughts including your learning experience may also be discussed.

E. Additional expectations:

1. Paper should be in ink or typed
2. Spelling and neatness are important
3. Watch paragraph structure
4. Length - minimum 6 pages

Schedule - Due Dates:

______________________ Topic should be decided
______________________ Tentative bibliography and topic sentence due
______________________ Rough draft due
______________________ Final draft to be turned in

PART III - The Total Cost of a Home Loan

Objective: Students will be able to compute the total dollar cost of a home loan.

Example: To compute the total cost of a home loan, multiply monthly payments by 12 (the number of months in a year) and multiply that figure by the number of years it will be before the loan is paid off in full.

If a family has a monthly payment of $272.70 on a 25 year loan, the total cost of the loan will be $81,810. ($272.70 x 12 = $3,272.40, $3,727.40 x 25 = $81,810.00)

Problems: Complete the total cost of the following home loans. Show your math.

1. $320.00 monthly payments for 15 years
2. $650.00 monthly payments for 20 years
3. $595.00 monthly payments for 25 years
4. $375.00 monthly payments for 30 years
5. $776.55 monthly payments for 30 years

PART IV - Estimating Your Property Taxes

Objective: Students will be able to compute the estimated property tax for a home given its appraised value.

Examples: If a house has an appraised value of $30,000, and property taxes in the area are $15.00 per $1,000, the property tax for one year would be $450. (30 x 15=$450)

Problems: Estimate the property taxes for the following problems. Show your math.

1. Appraised value $50,000 at $15.00 per thousand
2. Appraised value $35,500 at $18.00 per thousand
3. Appraised value $30,000 at $20.00 per thousand
4. Appraised value $65,550 at $20.00 per thousand
5. Appraised value $78,500 at $18.00 per thousand

PART V - PERSONAL GUIDE TO FINANCING A HOME

Objective: Students will complete all of the given formulas for an income and housing requirement they develop individually.

PROBLEM I: Establish the income you plan or would like to have in the future. Compute the price range of home you could afford to purchase with given income:

Income ____________ Price ____________

PROBLEM II: Develop a realistic down payment for the above home and decide how much money you would need to borrow to buy the home. Using this information, estimate monthly payments for a 30 year loan:

Down payment ________________ Sale Price ____________

Monthly payment ______________________________

PROBLEM III: Compute the total cost of the home:

Total cost: ____________________________

PROBLEM IV: Research the property tax rate for the home (Likely between $15 and $20 per thousand). Estimate appraised value of the home and compute the yearly property taxes.

Appraised value: ________________________

Yearly Property taxes: ____________________

Title of Project: Block Play in Kindergarten

Grade(s): Kindergarten Curriculum Area: General

Duration of Activity/Project: Entire year. This is done by developing more difficult tasks gradually throughout the year.

OVERVIEW: Students will build with blocks, individually and as two-person teams. They will see and work with the mathematical relationships of block sizes and gain better understanding of the logistics of a good foundation and what can be done with blocks. They will learn to apply specific details to their building or structure and will learn to think about building techniques. They will learn to discuss, with partners, their own structure and develop an awareness and acceptance of others' opinions. They will start developing logical thinking by recalling what did not work for them previously.

TEACHER PREREQUISITES: The teacher must be a facilitator rather than a master builder. The teacher must know the unfolding of the block-play pattern to encourage stretching of abilities. A willingness to afford the opportunity for different types of block play by the addition of various materials to the block area is of prime importance.

STUDENT PREREQUISITES: The student must know a few basic rules so others will not get hurt (i.e. height of structure, proper way to carry blocks to and from the building site, choice of building site, respect of other structures, etc.).

SETTING: Block building will occur in the regular classroom. If on an individual basis, it will be done in a specific area so others will be aware that a project is being developed. If done by the entire class at the same time, the entire area will be involved for structures.

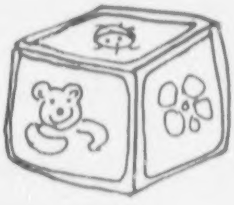
MATERIALS: A large set of wooden kindergarten blocks of varying sizes and shapes, small blocks, corks, fabric, sponges, styrofoam, wooden signs, animals, people, vehicles and other varying media can be a part of the area at different times throughout the year.

PROCEDURES:

A. Getting Ready:	If students are not self-motivated, the class can start out together. They should be divided into two-person teams with all teams building the same simple project or structure. Instructions could be given, for example, "build a house with a door," or "build a barn with a fence for animals."
B. Involvement in Activity:	As children become more capable and more involved, instructions gradually become more complicated--add a tower, build something moveable, include a ramp, build a 2-level bridge, etc.
C. Follow-Up Activity:	When building as teams, each team explains their building, tells what type of structure (castle, fort, store, house, rocket, tower), etc. Being kindergartners, they always feel their own structures are the best! I sometimes take pictures of the buildings as they are almost completed.

EVALUATION PROCESS: Students will readily choose this activity on their own once they feel comfortable with the media. They will be ready to assess their own building to see what other articles might be added to it. They will start recognizing the involved structures of others and realize they are good too. I have heard them verbalizing problems of their building and see their delight as the problems get solved to their satisfaction.

Submitted by: Louis Cousineau - Roosevelt Kindergarten



Title of Project: My Special Day: Building a Feeling of Self-Esteem While Creating a Positive Teaching/Learning Environment
Grade(s): K-3 (Can be adapted for 4-6) Curriculum Area: Spans the curriculum
Duration of Activity/Project: One day per child

OVERVIEW: Each student will have one day designated as his/her special day. On this day the student will receive special attention from the teacher and his/her fellow students. The student will be allowed certain key privileges: being first in the lunch line and first person for sharing; being awarded other duties and/or privileges etc., that, depending on your particular situation, are considered highly desirable among the chilren in your class. All students will be alerted to the special day by a bulletin board display featuring snapshots of the special day student--pictures which feature favorite hobbies, toys, sports, music, pets, family members, etc.

Fellow students will give positive strokes throughout the day either in the form of written notes or verbally. The teacher will drive the student home at the end of the day. This will afford teacher and child some special time together to chat about the day--a good way to have that personal contact which is so very important to each person. On arriving at the child's home, a short visit with the parents is often times possible which adds another dimension to the feelings of self-worth of the child and promotes good public relations between school and home.

TEACHER PREREQUISITES: You must be willing to devote the extra time (and it really isn't too much) to setting up the plan with parents and students. This is an integral part of the activity both for logistics, display purposes, and cooperative, positive efforts on the part of parents and students.

STUDENT PREREQUISITES: Students need to have the ground work laid out for them as to the whys and wherefores and will need to know that cooperation and positive thoughts will play a large role in the success of the activity.

SETTING: This activity will take place largely within the confines of your own classroom and to a lesser extent the school plant and the community.

MATERIALS: 1.) a letter to the parents explaining the set-up of the activity; 2.) class discussion with student input (you may want to work up a student questionnaire to be filled out by the student alone or with parental help); 3.) snapshots from home (teacher can bring a camera and take a snapshot if the student doesn't bring one); 4.) pictures of "favorite things" (you can use your magazine file if the child fails to bring pictures); 5.) gas for your car; 6.) addresses and phone numbers of all students in your class.

PROCEDURES:

A. Getting Ready:	Everyone loves personal attention of a positive nature. It is easy to get students motivated for this activity. It is essential to get parents involved at the outset. You will need to conduct a class discussion (2 or 3 may be needed) with the ramifications of positive strokes and personal attention explained. You may need to explain fully and give examples of positive remarks. Students may have problems coming up with positive feed-back at first but will become more creative as time passes. I would suggest a week of preparation before beginning this activity.
B. Involvement in Activity:	The momentum of this activity continues at a fairly high level with hardly any lag because everyone is involved at all times. As each child has his/her turn, the good feelings seem to multiply and spread.
C. Follow-up Activity:	1. A letter written by the special-day student to his fellow classmates expressing his/her feelings during the special day. 2. Take the positive feelings outside of your classroom. Possibilities include: visiting a local nursing home; making a folder of pictures and letters for the principal, secretary, custodian, librarian, etc. titled "For all the Nice Things you Do"; learn a special song and take your class from room to room and sing for the other classes in your building after first alerting fellow teachers. Be creative.

EVALUATION PROCESS: This type of activity should be fairly easy to evaluate. The behavioral tone of the classroom should remain relatively positive throughout the duration of the activity and more importantly--afterwards. In a general sense, all benefit from participation in this activity. If the teacher conducts his/her teaching in a positive environment, he/she will reap positive results. If the student learns in a positive environment, the results will be of a positive nature. The increased awareness of positive inter-personal relationships is something that we, as educators, should strive toward. This activity is a beginning toward that end.

Submitted by: Pam Lucas - Migrant Ed

Title of Project: Learning Centers II "Lets have fun"

Grade(s): 1-3 Curriculum Area: Various

Duration of Activity/Project: 1 to 3 weeks

OVERVIEW: The activities in the learning center are designed to provide the student with experiences that are self-imposed and enjoyable. The only requirement is that the student work at the center in his free time and that the project be completed. The learning process may not be specifically identified because the educational task is to facilitate choice, self-discipline, independence and productive use of free time.

TEACHER PREREQUISITES: Awareness of the student's needs, interests and abilities.

STUDENT PREREQUISITES: Understanding of rules: (a) free time, (b) appropriate choice, (c) working independently, (d) completing tasks.

SETTING: In the classroom at student's own desk or activity center.

MATERIALS: Whatever materials are needed to complete tasks that are listed on the activity center.

PROCEDURES:

A. Getting Ready:	List of activities developed by teacher (teacher and students); review of materials needed to complete activities; review of rules for use of "Lets have fun" activity center.
B. Involvement in Activity:	Teacher organizes time table so that each child gets an opportunity to participate at least two times per week (if not daily) (e.g. when work is completed, a staggered set time, earned free time, surprise free times). Activities are reviewed regularly making any necessary changes, deletions, additions.

EVALUATION PROCESS: Success of the "Lets have fun" activity center may be determined by: if students are having fun, if they are enjoying the activity, if they are using free time productively, if they are following rules, working effectively and developing behavior that is responsible, independent and cooperative.

Submitted by: Diane Cowan - Medford Administration

Title of Project: Put-ups Not Put-downs

Grade(s): 6th up Curriculum Area: Various

Duration of Activity/Project: Ongoing

OVERVIEW: Students and teacher will strive to eliminate the negative atmosphere found in the classroom. Emphasis will be on "put ups" instead of "put downs." Eliminating underlying friction should produce a more relaxed, friendly and positive learning atmosphere.

TEACHER PREREQUISITES: The teacher must be able to elicit student awareness of problems caused by the use of constant "put downs" and criticisms of their peers. Once students recognize problems, the teacher must motivate them to try using "put ups" instead of "put downs." Setting a short term goal of no more than a week is sufficient to lead into the activity.

STUDENT PREREQUISITES: Students need to be made aware of the friction caused by negative criticisms and be motivated to avoid their use.

SETTING: Activity to encompass all school situations from the classroom to the playground. Hopefully it will carry over to the home environment.

MATERIALS: No special materials are needed.

PROCEDURES:

A. Getting Ready:	A class discussion, properly channeled, will make students aware of the problem and will motivate them to seek a solution.
B. Involvement in Activity:	Daily reminders, awards, and rewards will maintain the motivation needed.
C. Follow-up Activity:	The use of awards such as a "student of the day" or "super citizen award" will maintain enthusiasm and reinforce the learning.

EVALUATION PROCESS: This activity, properly motivated, should produce a marked difference in class atmosphere; use of discipline measures should show a sharp decline. Students will be able to interact without petty arguments. They will be able to solve most problems among themselves without teacher intervention.

Submitted by: Bob Holt - White City Intermediate

Title of Project: Independent Study for TAG Students

Grade(s): 6-8 Curriculum Area: Various

Duration of Activity/Project: Continuous (a student may do one, year-long project or several shorter projects)

OVERVIEW: Students will select a topic on the basis of interest and available resources. They will gather appropriate information about their topics. Some original, creative activity must be completed during the study. Results of the project must be communicated to others. As a result of their independent studies, students will become familiarized with the organizational process of independent study projects. They will discover new sources for research. They will develop a working relationship with Bloom's Taxonomy to develop new ways of expressing knowledge.

TEACHER PREREQUISITES: The teacher needs to be familiar with the independent study process. It is advisable for the teacher to prepare a booklet containing the steps of the process and the varieties of possible projects, topics, and sources.

STUDENT PREREQUISITES: None

SETTING: The type of project determines the setting, including such familiar places as the library and classroom.

MATERIALS: The necessary materials depend on the type of project.

PROCEDURES:

A. Getting Ready:	Present students with previously completed projects and discuss other projects. This will hopefully assist motivation.
B. Involvement in Activity:	If the teacher develops his own booklet, the procedure followed would be tailored to his situation. The booklet would include the necessary steps, in order, and would help prevent the student from bogging down.
C. Follow-Up Activity:	A project fair could be held prior to, or at the end of the year. Also, students could be encouraged to enter the Southern Oregon Science and Humanities Symposium.

EVALUATION PROCESS: Did the student set up and follow a schedule? Was the project completed? Did the student learn and use new sources of information? Did the student present his project at a project fair or symposium? Did the student make use of Bloom's Taxonomy? Does the project show some original and/or creative endeavor?

Submitted by: Kathleen Bennett - North Middle School

Title of Project: Decorating Your Dream Room
Grade(s): 8 - 12 Curriculum Area: Various
Duration of Activity/Project: Minimum: 3 weeks

OVERVIEW: Students will learn basic math, surface area, linear measurements, volume, catalogs, and ordering. Decoration: color and furniture placement and using graphs for blueprints.

TEACHER PREREQUISITES: Good grasp of basic math, ability to recognize and inspire creativity.

STUDENT PREREQUISITES: Knowledge of basic mathematics operations.

SETTING: Classroom, field trips to decorator shops, paint stores, etc.

MATERIALS: Worksheets for laying rugs, painting room, window treatment; catalogs, folders on hardware, paint and samples, fabric samples, graph paper, scale model topical furniture, cut-outs, and films.

PROCEDURES:

A. Getting Ready:	Teach basic techniques by going through motions and completing book work. Offer prize for best rooms.
B. Involvement in Activity:	Figure a room for carpeting, order materials from catalog, figure surface area for painting, investigate color schemes, order furniture, do paint figuring and figure volume for hot tub and grecian pool.
C. Follow-Up Activity:	We painted a mural designed by students. Kids re-did their own rooms in some way to improve surroundings within budget.

EVALUATION PROCESS: Math scores on papers, blueprint evaluation, overall attitude toward project, Ideas coming out of project, artistic ability demonstrated.

Submitted by: Joan Garrison - Medford Senior High